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NOTICE TO WRITERS

We welcome contributions from our readers. In every issue we publish teachers' and administrators' articles reporting improvements, experiments, and successes as achieved in their schools. Many of our readers have accomplished things in classrooms and in school systems that should be known in thousands of other high schools.

Our preferred length for articles is 1,000 to

2,500 words. We also welcome items reporting good but minor ideas in 50 to 600 words. In addition to fact articles (which need not be dull or prosy) we invite articles of controversy, satire, etc., on secondary-education subjects. Typing should be double-spaced. Keep carbon copy and send us the original.

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THE CLEARING HOUSE

A journal for modern junior and senior high schools

Vol. 13

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Our WHITE-COLLAR Guidance Psychology

By
ERNEST W. BUTTERFIELD

THEORY LAGS BEHIND ACCOMPLISHMENT:
In education we respect the experience of Emerson, who said, "Long I followed happy guides—I could never reach their sides." He steeled himself to the contest; he could hear the music of their voices and before him he could see the smoke of their camp fires, but when with eagerness he had topped the hill his guides were away beyond the sunrise.

And so as we educators are slowly making history we are puzzled at accomplishments.

—2—

EDITOR'S NOTE: *One of the most astounding remarks that we have read in the educational press was the suggestion for a nation-wide program to train all youth for "positions in the higher-salaried brackets." That is just splendid—but when everybody is ensconced behind an executive's desk with a row of push-buttons, who will be left to do the world's work? Dr. Butterfield, who is superintendent of schools of Bloomfield, Connecticut, attacks the "white-collar psychology" that is attempting to draw an arbitrary line between "desirable" and "undesirable" occupations, and reminds us that "while we have tried to guide youth away from undesirable occupations, youth has made many of these respected."*

We encourage study, we collect data, we discover relationships, we formulate our theories and then we find that the facts have changed. We always write rules for the game that has been played; never for the game that is being played.

Guidance has become a technical term in our profession. Our generation has heard that there are measurements for each of the many minds that the individual has, and tests for many of his habits and reactions. We accept this development and believe thoroughly that tests, standards and measurements will be for us helps, as we lead and direct children.

What Guidance is Thought To Be: Those leaders who have created this new department in educational procedure and have led in the development of its standards are sane in their conclusions and not too enthusiastic. But many teachers, even those who have not been happy and successful in their work, and whose experience in life situations has not been extensive, believe that here is a new and conclusive service, and that if they read a few books and take a few summer-school courses they will be fully qualified to become school "Directors of Guidance".

Boards of Education and Parent-Teacher Associations have heard the news, and they

are eager to introduce guidance into the school program. They accept the easy belief that the teacher of guidance has some occult power by which she can determine for a high-school graduate the occupation and the division of the occupation in which he will succeed, that is, be happy, earn a good living, be looked up to, and become a leader among men.

They assume that the guide knows the needs of the thousands of occupations and that the needs of each occupation do not change. They believe that success lies only in the one correct choice.

They give up the simple theory of round and square pegs and suitable holes and believe that each occupation is a Yale lock and each has but one Yale key. The locksmith will discover the number of the lock and select the key similarly numbered.

The guidance expert will know the characteristics of all occupations and by tests will determine for which the child is designed.

Boards of Education and Parent-Teacher Associations are invariably Calvinists. They believe in pre-destination and think that successful guides will save souls. They believe that a director of Guidance in the high school will be able to elevate every student, that is, to lead him into some pleasant and dignified occupation, to guide him so that his will not be a life of toil or manual work or of degrading forms of labor. A school with a real guidance program should raise all pupils to a high social and economic status.

The Game Has Changed: All this was, in theory at least, entirely possible when high schools were selective institutions with an enrolment of one fourth of all youth, for the elevation of one fourth to non-laborious tasks does not upset the basis of society.

Now, however, all young people are in the high school, and mankind, which has always found it possible to raise one leg by the bootstrap, has never had success in raising both legs at the same time.

This popular conception of guidance is

based upon high-school enrolment of two decades ago. We have now made our rules but the game has changed.

Civilization needs now, and will continue to need, men to build roads and women to scrub floors, and those who will build our roads and scrub our floors and tend our monotonous machines are now in our high schools. No teacher of Guidance has yet given helpful advice that any shall seek these occupations. In fact, for children from "good homes" she has not thought of these as possibilities.

Long years ago the wise son of Sirach faced this problem. He considered the civic position of the man whose talk is of bullocks and whose thought is of the goad, and declared "Without these cannot a city be inhabited but they will maintain the state of the world."

A Controlled Experiment! I hope you remember Barrie's *The Admirable Crichton*. To a tropical island escaped eight persons from a wrecked English yacht. Lord Loam; his imperious daughter Lady Mary, and her useless younger sisters Catherine and Agatha; a young clergyman; Ernest, a Peer's second son; Crichton the butler; and "Tweeny" the kitchen drudge.

It is unfortunate that Barrie did not add to these eight castaways a Guidance expert with a box of standardized tests and testing contraptions. What an opportunity for such an expert!

For Lord Loam the expert would have found no training necessary. "But why should I travel?" said the young lady from Boston "when I am already there." Lord Loam was already at the top and of course he would remain there. All around him must be organized the society which should be created for a new life under foreign conditions, a life which this group had unwillingly entered.

Lady Mary, the perfect mistress of social conventions and never wrong, he would have guided to become the Emily Post of the group that each evening, with full voice,

she might broadcast social directions and answers to all questions of love or behavior.

Rev. Trehune, who rated clerical livings by the turf and the bowling, a man of the real outdoors, he would have trained in the productive field of natural science. He would be the one to collect, classify and mount the strange fauna of the beaches and the flora of the jungles.

Lady Catherine, who designed to be married to the Reverend, would have been directed to a thorough course in typewriting and in cataloging so that she might make dry, sweet and permanent the messy loads that the scientist daily toted in.

The Honorable Ernest, the play boy, under guidance would have developed his literary talents to the full. He would have devoted himself to social service. He would have sung songs and trained quartets. He would have danced. He would have kept culture alive by group presentations at the Saturday evening gatherings, presentations with Lord Loam as the sole spectator and audience.

Since Lady Agatha loved him and could encourage him by her sympathy, she would have had similar training in order that she could be the Ginger Rogers to his Fred Astaire in many an artistic dance and dramatic rendition.

Crichton, the perfect butler, son of a butler and a ladies' maid, certainly needed uplifting. He brought out of the wreck a machete and a copy of Henley's poems. I think that under training he would have become the Red poet and the standing army of this island group.

It is not so clear what would have been possible for "Tweeny", the kitchen laborer, unskilled and undeveloped, who knew only how to cook and scrub and sew. She needed guidance most of all. My guess is that the guidance expert would have made of her a registered nurse.

Under this guidance Barrie could have presented a complete society with each member elevated and freed from degrading

tasks. That is, unless the group starved or died in squalor before the reorganization had a fair trial.

You remember what happened, since there was with the refugees no guidance expert. Work suddenly became dignified. The butler became the governor because he could make things, and as governor he was the only unhappy member of the group. "Tweeny" who could do necessary things, became the arbiter, and the three noble ladies were happy to be her helpers and to ask of her favors, such as the loan of the one skirt that the island possessed. This skirt was the coronet which denoted social distinction. Rev. Trehune and the Honorable Ernest did what they were told to do and rather liked it.

Lord Loam became the general servant, the handyman. He danced, sang, played upon the concertina and was completely happy. He had not a care in the world, had not a dignity to uphold, and physically, morally and spiritually he grew in dimensions. Everyone liked him because he was so useless.

Is Work Socially Undesirable? In the educational field we have seen similar happenings. While we have tried to guide youth away from undesirable occupations they have made many of these respected.

Young people have shown that happiness does not depend upon the largeness of possessions. They have determined to live now the only life that will be theirs to live. They have shown that courtesy and able service make a task respectable.

Ten years ago a department store clerk stood low in the occupational scale, but college graduates have made department store purchasing a dignified pleasure. When the automobile was new no task was so despised as tank filling. The young boy was pleased to work in the garage on repairs and adjustments, but to be sent out, greasy and smut covered, to provide gas for supercilious tourists was the lowest job of all and one imbued with profanity.

Today college men, uniformed, and informed with the manners of the Duke of Windsor, render us appreciated service. They have turned a job into an occupation. They have done the same thing with chain store service, and the young giant who each night takes a great ten-wheeled truck down the road is not the despised truckman of 1925. He is a young Lindberg of the highway, and an educated girl will proudly marry him.

Our young college graduates have said to each other "We will not pout and complain. You sell gas and I for two years will sell hats in a department store. We will marry and have our home. We will get our operas over the radio. We will dress simply and comfortably. We will enjoy our veteran Chevy. We will make friends and play with them. We will live simply and take pleasure in what we can afford."

It may be that this is the next step in guidance, to be able to make necessary work socially dignified. To lead young people to conclude that there is happiness in work and satisfaction in simple life not measured by expensive surroundings is also educational guidance.

In the agrarian society of early New England, often the manufacturer in his little shop worked side by side with his "hands", and of these one was his church deacon and the other his town selectman. They were social equals; one was boss in working hours, a second on the street and in the town hall, and the third on Sunday and on Wednesday evening.

Two Socially Necessary Professions. I have two professional people who work for my family. One is the woman who comes

each Friday to clean the house and to do other exacting work. On every other day, Monday to Thursday, she works in some other good home where her skill and good sense are appreciated. She is paid each night for her day's work. She is well read and well informed. She has a decent home, cares well for her children and is respected by all. There are many things that she would like but she is happy.

My other friend is my dentist. He is able in his profession and has his hobbies, interests and firm friends. He sends his child to a private school, he lives in a better home than my other friend and he too finds there are many things that he cannot afford.

He works each day for those who are dentally uncomfortable and part of the time for those whom he would not readily accept as social associates. For much of his work payments are delayed. I think he is happy but I am not sure, nor am I certain that the work of one of these two workers is more socially desirable than that of the other.

The Field of Guidance Has Expanded. In the evolution of culture we have passed in a generation from an agrarian to an industrial civilization. For the first time in history all youth to 16 and most young people to 18 are in school, and schools have the opportunity to teach not only the foundations of education but the essentials of education.

All work becomes more monotonous, all leisure more thrilling and more entirely filled with cultural opportunities. Occupations, desirable and undesirable, will readjust themselves, and guidance will expand to cover not only productive labor but also safe and happy living.



Should Schools Run Camps?

The public school is the agency that should assume the major part of the burden of organizing and operating summer camps. The objectives of camping are primarily educational and recreational and, therefore, fall appropriately in the sphere of the responsibilities of school boards. It is certain that

the schools must accept promptly this new responsibility. Otherwise society will create some new public agency to handle the problem of camping that would probably not be as well qualified for the work as the schools.—JACKSON R. SHARMAN in *Phi Delta Kappan*.

For our seniors: a mathematics course in

INVESTMENTS

By

GRACE SIMMONS LEWIS

FOR THE average individual, the shades of an economic or financial prison probably begin to close in early. Too often he sees his elders either bound by the dread of financial insecurity or shackled within its very confines. Once entered, the gates of these confines seldom open for a return even to a comparative financial freedom.

It would seem, then, that the better part of wisdom—perhaps the only wisdom—is to keep out of such a prison.

While our present educational system endeavors in devious ways to provide goals that lie in the opposite direction from a legal incarceration, it too seldom offers the student any definite route away from an economic or financial entanglement.

Because we believe that, through intelligent planning, the average high-school graduate would find it very profitable to work towards as much financial security as is vouchsafed in this uncertain world, we have been offering to seniors in Kalamazoo Central High School a course which is loosely called *Investments*, on the theory that approximate financial independence involves not only a plan for saving but also

one for investing. The aim is to make the course wholly practical, omitting all theory.

Naturally this study involves considerable background: an understanding of the significance of money from the standpoint of buying power; exercises in such computations as will show how money works; and consideration of the channels through which it may be put to work.

It is emphasized that for most individuals an investment income derives indirectly from an earned income, and that it can usually be attained by starting early in one's life an intelligent and systematized plan to save and to make such saved money work for one by putting it in investments concerning whose security one reasonably knows rather than irrationally guesses.

It might be well to state here that the term "money" is used non-technically, or according to the popular usage of the word. Since as individuals our lives are so inevitably concerned with money, and since the stability or instability of the society to which one belongs is largely determined by its economic functioning, we believe that such a course is of primary importance in any educational system.

Through interest computations and the use of interest tables, the student learns how—and at first it seems to him like magic!—money may work for him if it is wisely invested and if it is given sufficient time. To many it is a revelation that \$100 invested at 4% compound interest over a period of 18 years will grow to \$200; or that at 5% the same amount will double in 15 years, or in 30 years will increase to more than \$400.

Too, the importance of periodic systematic savings is made very concrete when the

EDITOR'S NOTE: *Mathematics and real life problems are integrated in this course, which the author teaches. Mrs. Lewis is in the mathematics department of Central High School, Kalamazoo, Michigan. Miss Florence Winslow, assistant principal of the school, writes: "The course has been offered every semester for the past three years to our senior students and it has proved to be a very practical course as well as a popular one."*

student computes that were he to invest \$100 each year from age 20 to age 60 at 3% compound interest, leaving the accumulations to work, he would have \$7,766—especially when he observes that of this amount \$3,766 would come from the work of the money itself.

Such computations form part of what may be called the foundation work of the course, with the focus largely on individual practical problems. Throughout, the discussion is, of course, very informal and it is the student who poses many of the problems. Some of these have to do with a specific sum of money that may be desired at some definite future date. For instance, one boy, preparing for Harvard, wished to estimate how much it would be necessary to save each year if he should have a son who would wish to enter Harvard at age 18! Another, not so ambitious, made the same kind of computation for the education of a son at a business college located in the city in which he lived.

Working towards retirement at the age of 65 (this age being taken because it is the one named in the Social Security Act and in most old-age-pension laws), the students computed a monthly savings plan for each year from age 20. Each student set for himself the sum of money to be saved, and emphasis was placed on the practicality of obtaining it. The minimum was \$10,000 for they felt that less than that would scarcely provide financial freedom. Because some time in the class is spent on programs which may be worked out with life insurance companies, they came to see that one who has \$10,000 at age 65 may through an investment in an annuity probably be assured of a degree of financial security for the remainder of his life.

The cost of borrowing is studied, also, in connection with these computations relating to interest rates. Presupposing that each student is a potential investor and borrower, the emphasis here is placed on the difference between the rates of interest he

would receive as an investor and those that would be paid by him as a borrower. Thus is offered an opportunity to analyze the different methods used in charging interest, and to make computations comparing alleged rates with true rates.

The problem of each pupil naturally arises from his own experience or out of the background of his family. One boy reported that his father was "sure from Missouri." It developed that the father had borrowed \$1,000 at a \$60 interest charge. At the end of six months he was to pay \$500 on the principal plus \$30 of the interest charge, and at the end of the year the other \$500 plus the \$30 interest. As a result of the class work, the boy had informed his father that he was paying not 6% but 8% interest.

"What are you telling me?" thundered the father. "Isn't \$60 just 6% of \$1,000? Now, son, nothing can make that any different from what it is!"

The son had not been successful in explaining and so asked the class for aid. They worked out two different explanations. The next day, as the boy came in, he shouted, "Well, he 'got' it, and he said he'd not pay that rate of interest again to any lender."

Of course, the question of installment buying—that pitfall of many American people—comes up early in the course in the form of concrete problems. One student had made arrangements to purchase a second-hand car. He explained that he was just about to sign on the dotted line when it occurred to him that, as we were working on interest computations, he would find out what he was actually paying for that automobile.

As data, he told the class he was turning in a second-hand car, and stated the cash price of the car he was to buy as well as the amount of the installments he was to pay. When he heard the results of the computations and realized for the first time that he would be paying an approximate 40% rate of interest, he was speechless.

It was suggested that the class carry on

the problem to see where the boy would stand in a year's time as the result of the deal. The students took into consideration the depreciation of the two cars—the new car, of course, having a greater depreciation than the old. As a result, the boy concluded that the cost would, as he said, “just make me a sucker”. The next day he reported that he had cancelled his verbal order. American youth can endure almost anything better than to be made “a sucker.”

The students now desire to know where and how money can be put to work, or, in other words, how it can be invested. As preparation for this they must have more knowledge about money from the standpoint of buying power.

They can remember that in 1932-1933, when they went to the grocer or the candlestick maker, they were given much more for the dollar than they can now purchase for the same amount. Following this through, they discover that not only prices but interest rates move in cycles, and as a result of such fluctuations, there are certain periods when an investment in ownership is preferable to an investment in a loan, and other periods when the reverse is true.

So with borrowing: there are periods when it is very advantageous to borrow; and others when it is unusually hazardous. During these past years of low interest rates the re-financing which has been so prevalent with the large corporations and the government has served as a very pertinent illustration. Applying their knowledge, the students see clearly that there are times when an individual or a corporation should make long-term loans, and other periods when the loans should be short-term ones.

Such a background is necessary before any study of basic investment channels: savings departments of banks, postal savings, U. S. savings bonds, building and loan associations, real estate mortgages, government securities, and the various types of investments with life insurance companies. Each of these is analyzed with re-

spect to the following basic investment fundamentals:

- Security of principal;
- Interest commensurate with risk, using the pure rate of interest as the touchstone;
- Regularity of income;
- Convertibility;
- Freedom from care.

(With high school students the emphasis is placed on security.)

So far as possible the students gather the data for analyses first-hand. That is, they go directly to the sources of information in the community, such as the banks, the post-office, the building and loan associations. As in all gathering of data by different individuals, the reliability of the reports is sometimes questioned. In such instances, some student volunteers to check the data, not later, but at the moment, by means of the telephone. The material so gathered is used as the basis for specific analyses with special emphasis in regard to investments in their own community.

Since it is our hope that the course will stimulate the students to start a savings and investment program as soon as they begin to earn, some time is spent on a comparison of bank savings, postal savings, and U. S. savings bonds, as probably these should be the channels for their first investments.

When the students begin to study building and loan association securities, they realize what is involved in real estate ownership, such as costs, depreciation allowances, inflated values, and real estate trends. They understand why the assets of a building and loan association may be frozen during a depression as well as the factors they, as individual investors, should consider in regard to real estate: mortgages.

Some in the class have had experience with one or another of the various types of contracts available from a life insurance company. Specific policies in participating and in non-participating companies are analyzed and computations made showing the advantages and disadvantages of each.

They are classified according to what each type of policy has to offer.

Desiring to protect his mother, one boy had contracted for an industrial endowment policy, and had made his first weekly payment. He began to wonder whether he was getting value for his money, and asked the class to analyze his policy. They found:

He was paying 25 cents a week, or \$13 a year for a twenty-year \$220 endowment policy;

He might have purchased a \$1,000 ordinary life insurance policy from a non-participating company by paying the same amount in one annual premium;

The latter policy would have had a cash value of about \$190 at the end of twenty years, as compared with the \$220 cash value of the industrial policy.

Therefore, by comparison, had he purchased the ordinary life insurance policy and had he lived throughout the twenty years, he would have paid only \$30 more for the \$780 additional insurance. Or, stated differently, he would have paid only \$1.50 a year for the large amount of additional protection.

The next day the boy announced that he had changed to an ordinary life insurance policy. However, we tried to impress him with the tantalizing fact that he would have to make a business of setting aside each week the 25 cents that the other policy demanded, or he might not be able to meet the \$13 premium when it came due.

In the space of such a brief article, it is, of course, impossible to give the successive steps by which "Stocks and Bonds" are presented. Perhaps it is sufficient to say we have reason to believe that as a result of the course the students at least know the difference between stocks and bonds—which is more than do many adults. They know that when purchasing bonds they are making loans, and when buying stocks they are investing in ownership.

They recognize that there are many different types of bonds, some giving the highest available degree of security, and others, practically no security. They have learned the difference between long- and short-term bonds, and the advantages and disadvantages of an investment in each kind at vari-

ous periods in the business cycle, and the difference between bonds that are callable and those that are not callable, as well as the factors to be considered in computing interest on bonds to maturity.

In class a headline may be read from the financial page of a daily paper:

BLANK & CO. CALLS
ITS 1945 6% BONDS

"Now," they are asked, "what does the article under this headline probably say?"

Basing their conclusions on present financial conditions, they reply that undoubtedly Blank & Co., taking advantage of the present low interest rates, intends to re-finance at a lower rate, since their 1945 bonds must be callable. As a result of the prevailing low interest rates, it would be to the advantage of the corporation to assure a continuance of such low rates over a long period of time by issuing long-term bonds.

Naturally the corollary is obvious to them: it may not be so good for the investor to tie up his money over a long period at a low interest rate!

About stocks, they learn the difference between common and preferred, and realize that both carry all the hazards attached to corporate ownership; and the difference between preferred stocks as they are preferred as to dividends, and as they are preferred as to dividends and assets; as well as the difference between those which are cumulative and those which are non-cumulative.

As a result of watching market quotations throughout the semester, the students observe for themselves how even the best of common stocks fluctuate in price, and, therefore, conclude that this is not a wise type of investment for the small investor who needs to keep his funds in a convertible state. While such an investment has a place in an investment program, it does not belong there until the investor has sufficient security to risk the hazards which go with common stocks.

What are the benefits of such a course for high-school students? In answering this we would say we believe that at the very minimum:

1. The students have learned that approximate financial independence is not necessarily impossible for them, and some have been inspired to start an intelligent investment program with small savings.

2. They have been given sufficient background to know the channels of investment through which very small savings can be put to work.

3. They have acquired a healthy scepticism about investing in something they

know nothing or only a little about.

4. They have been given a background which should enable them to read the financial news with a degree of intelligence; and, with increasing experience, an ability to interpret the financial news with respect to their own investment programs.

5. They have learned to ask intelligent questions and to know when they have received intelligent replies.

It seems obvious that when one has such knowledge with respect to his own finances, he becomes a more intelligent critic of municipal and governmental affairs, and, therefore, a more efficient citizen.



From the National Conference on Consumer Education

Motive of Advertising

In any consideration of advertising as an educational force, we must bear in mind that it has no such motive, being designed entirely to sell goods or at best to inculcate ideas which are profitable to the advertiser.—JOHN BENSON, President, American Association of Advertising Agencies.

Poor Value: 60 Per Cent

Along comes the charge against the consumer (testing and rating) agencies that they are presumptive to question the quality of goods and thereby impute dishonesty to business. For the answer we turn to objective facts where we find that from 59 per cent to 85 per cent, or an average of 60.5 per cent, of the products examined in six lines of business, including paints, furniture, health foods, and silk, are inferior, defective or fraudulent.—Dr. S. A. MAHOOD, President and Research Director, Intermountain Consumers' Service, Inc., Denver, Colorado.

Danger to be Avoided

Over-emphasis on a particular body of content will crystallize consumer education and make it as unfortunately pedantic as most of our general education now is. Dependence on a single curriculum pattern or on a limited range of methods or approaches will defeat their own ends. Consumer education must avoid the extreme of crystallized bookishness exactly as it must avoid the other extreme of unorganized and haphazard endeavor.

Whatever rules the physiologists have discovered for the development and control of emotionalized responses and of volitional drives must become the concern of those who deal with consumer education. A debilitating formality, over-organization, such a short-sighted dependence on intellectuality as a determiner of conduct as now plagues the teaching of social studies—these are to be avoided. And the avoidance of them, especially among the zealous, enthusiastic disciples of a new educational movement is not an easy task.—HOWARD E. WILSON, Graduate School of Education, Harvard University.

Three Major Problems

Permit me to state categorically the three major consumer problems that confront us, noting however that all three of them are parts of THE consumer problem, which is this—to bring it to pass that consumers, as consumers, shall perform a positive function in the affairs of the world they live in. The three parts of the problem arise: at the retail counter where the individual family spends its money; behind the counter where the world of production, manufacture and trade is making goods what they are and putting a price on them; and at the 49 capital cities where governments are shaping public policy with respect to these things. I list first the problem of making it possible for consumers to spend their money intelligently in their own interest as they see their interest. This is what most of us are working at. It is the immediate, practical part of the job, or so we think.—D. E. MONTGOMERY, Consumers' Counsel, Agricultural Adjustment Administration.

SCHOOL COUNCIL:

an adventure in *real* education

By WILLIAM VAN TIL

THE NEW school council—twelve student members and two faculty members—came out of a fall night a few years ago to a meeting in the Ohio State University School.

We knew little of what our work would be. I, a faculty member, had an inadequate idea that high-school councils were to represent student opinion and to disburse money from some vague fund for student activities.

At the first meeting we seemed to have little on the agenda; the council promised to be a tedious, useless expenditure of time—so after someone casually mentioned finances and we delegated a committee to check with the administration on moneys to disburse for student activities, we adjourned early.

The finance committee wore a troubled expression at our next meeting. They reported that the new council representing the school was several hundred dollars in debt, for the former council had invested money in activities such as dances and plays which were aesthetically, but not financially,

successful. And when the committee had approached the director with a request for money from student fees that newspapers, magazines, plays, operettas, dances, Christmas festivals, and assemblies might continue, the members had quite understandably been informed that Santa Claus was dead and that no fund would be forthcoming.

Though the council did not realize it at that time, those clipped words created the opportunity for a meaningful school council. Engaging in school government with money from mysterious administrative sources was over. Balancing a budget, taxing, banking, lending on interest, collecting, spending, policy-making in regard to profits, became realistic council functions.

The council taxed the students for the year's expenses directly, and the council and the school learned that a governmental body without coercive power can collect from the 95 per cent who are good citizens but cannot collect from the dissident 5 per cent. We added this item to our growing store of knowledge about realistic government.

The council sponsored a play to pay off the debt and I had a glimpse of real education.

Council members served on functional committees in charge of dramatic arrangements and made certain that committee deliberations and decisions represented their best thinking. For the group endeavor was actual and the penalty for failure not theoretical but hard and tangible.

I remember the group the day a fleeting carelessness lost the enterprise ten dollars. The money as money did not matter; we stood to gain nothing material by success.

EDITOR'S NOTE: *This article concerns the problems faced by the newly elected student council of Ohio State University School when it was discovered that the retiring council members had left a debt of several hundred dollars. The pupils had a real responsibility on their hands. They eliminated the deficit—but not without arduous thinking and working. We agree with Professor Van Til, of the Department of University Schools of Ohio State University, Columbus, Ohio, that these young council members had an adventure.*

The money as a symbol of the larger enterprise did matter. It was a qualitative standard of the success of a venture to aid a whole school. Our interest in dollars was akin to a statesman's interest in building the maximum number of roads and school houses with the minimum amount of public money. It was far less akin to our American businessman's interest in maximum dollars for individual gratification.

The school council now had a vital social purpose, and here the council seemed to hold an advantage over the field of education in which I trafficked. With all our efforts in schools we seldom can achieve better than a semi-artificial situation where failure in responsibility does not penalize as it does in life.

After the play succeeded and the debt vanished, a new real problem arose.

The council had experimented with an admission charge to basketball games as a fund-raising device. No less a group than the school faculty questioned the council's authority to inaugurate this policy. Armed with the council constitution, council members took part in a faculty meeting.

At first it seemed that the issue was whether the council was governing or playing at governing. But with deeper inquiry, the issue was shown to be a matter of correct procedure in the event that a council decision, though sanctioned by the constitution of the school body, conflicted with a policy that had originated with faculty and administration.

The council thought that a charge for basketball games would be a way of promoting school spirit and promoting the general welfare of the school, in accordance with the council constitution. To the faculty, school games were part of the athletic program and thereby of the curriculum, and a charge would tinge games with the commercialism and over-emphasis on competitive athletics that the faculty wished to avoid.

The problem was discussed at length and,

content that the students wished equally to avoid commercialism, and that the purposes of the charge and the destination of the fund were commendable, the faculty modified the policy. A general principle that came out of the discussion was that any other difference that might arise would be adjusted by a joint meeting.

Since those days, I have read in important journals many sage essays, always of course by teachers, on the degree of democracy to be allowed a school council. The essays usually disagree only on the point at which the adult authors would exercise the sovereign authority they assume is rightfully theirs. To paraphrase Oscar Wilde, some contributors laud democracy in theory and ape dictatorship in practice—and that's so important in education nowadays.

Most of the essays might be summed up in "We believe in democracy, but—" Their authors forget that democracy in a school should be the joint concern of student and faculty; neither anarchy nor autocracy need characterize student-council relationships to faculty and administration.

It seems that a body with student and faculty members, which stays within legal bounds set forth by its constitution, and does not conflict with accepted school policy should, like any other parliamentary body, make decisions, and accept responsibility for its actions. Over-stepping constitutional bounds or clashing with accepted policy should be handled reasonably by the joint meeting technique or by a veto legally provided for in the constitution of the school body. It is not merely that the council should be "allowed" this status by a principal and faculty—a council has a democratic right to such a position in a democratic school system.

How else than through practice can self-government and responsibility for a democratic society be fostered?

Toward the end of the year, meetings between the council and faculty, and between the council and entire student body were

no longer rarities. Representative democracy was clicking.

An old and vexing University School problem was settled: whether, in a school that stressed intramural sports, athletic letters should be given to athletes who represented University School in competitive athletics. After deliberation through open meetings, a plan was drafted which provided for awards for distinguished activity in many fields.

The school body was asked who was to pay for the first batch of awards, athletic letters. The students replied, "The council through our tax money." No one voted for Santa Claus. For Santa Claus was dead.

Now that the council has come on less stringent financial days with a clarified status, I am trying to summarize what I've

learned from the venture into government three years ago.

These things stand out: that never have I seen coöperation, responsibility, social thinking, initiative, problem solving, and courage so develop and flourish as under the tyranny of our economy regime; that never did I teach so much relevant and meaningful social science (even in the subject-matter sense) as when we made analogies between our constitution and the federal constitution, between our proposed Supreme Court and the Federal Supreme Court, between our debt and governmental debts, our attitude toward profit and the acquisitive businessman's attitude, and scores of other analogies to help our thinking. There is probably a moral somewhere.



Recently They Said:

Alibi for Teachers

We have made a god of the fixed intelligence. It has given the teacher an alibi and brought to life the old doctrine of predestination. The child seems doomed at the very threshold of life. Happily, many will succeed because we are not allowed to tell them how low their intelligence quotient is. It is time for a new gospel of learning, based on a study of emotions and feeling and interest. In the future, diagnosis in education will be in the field of psychiatry.—E. W. REID in *British Columbia Teacher*.

Husbands for Working Wives

More and more of the boys now in school will be married to girls who will continue their jobs after marriage. For many of these young couples, economic necessity will force this—it will be a condition upon which the marriage is based. . . . But a working wife implies a coöperating husband. Out of 652 working wives studied by Miss LaFollette, seventy per cent reported an appreciative husband willing to help with the housework second only to good health in making their dual job possible.

It is not unreasonable, therefore, that the schools should look at this situation realistically and see that some of these future husbands become domestic assets, rather than liabilities. As a matter of fact,

the teaching of domestic science to boys is becoming more and more common in the schools. A few years ago a boy in a cooking class could always get his picture in the paper. Now whole classes of boys beg opportunities to prepare and serve whole meals.—HELEN C. BREARLEY in *New Jersey Educational Review*.

Six Feet—Or Else!

The grade-standard theory is so deeply rooted in our school systems that we do not readily recognize many of its inherent inconsistencies. . . . A mythical school required every boy who graduated to be six feet tall, a barrier not unlike our grade-standard. The administration checked up at the end of each year to see if any boy had failed to grow the required two inches. Anyone under the level was retarded. The authorities of this school concluded that their work was very successful, for it was self-evident that every boy who graduated from their school had become, at least, six feet in height. They actually felt that they were responsible for the growth of their students. We, too, are fooling ourselves and others by trying to have everyone believe that our students are progressing to the desired levels because of our efforts. Does anyone believe that we are really educating children to the desired levels, or is the level set by nature?—LOREN D. EARLY in *Ohio Schools*.

QUESTIONS *about the* JOB

The teacher applicant should inquire closely into a school system's policies

By H. D. ELDRIDGE

MOST TEACHER applicants, when making personal applications for positions, fail to inquire into provisions for teacher welfare.

This is quite largely due to inherent timidity and to the fact that they are not fully informed as to what can and should be provided. Many superintendents do not go into the matter because they may have little to offer prospective teachers in the field of teacher welfare or they do not think the matter of sufficient importance to explain to applicants.

The provisions of the contract should be fully understood by the teacher. The superintendent should not assume that the teacher understands it unless he explains it in detail. Along with the contract go certain rights and privileges not specifically indicated in the contract.

If high morale is to be maintained in the personnel, ample opportunity must be given the applicant to become fully acquainted not only with his teaching assignment, community relationships, opportuni-

ties for advancement, salary schedule, recreation opportunities, curriculum study and similar matters, but other factors which greatly affect his professional growth and personal adjustment.

What are some of these factors? What are some of the questions which applicants should ask but seldom do?

One of the first questions which a wise applicant will ask concerns provisions which have been made for hospitalization, health and accident insurance. This may take the form of a group policy at reduced rates, or the Board of Education may pay a part or all of the premium on such a policy. A similar provision by Boards of Education is that of paying a part of or all the premium on a group life insurance policy.

A second question seldom asked concerns the bonded indebtedness of the school district. Too many school districts are unable to pay adequate salaries because increased enrolments in the past ten years have forced them into a building construction program. As long as a large bonded indebtedness remains, increase in teacher salaries is a remote possibility.

It is equally important for the applicant to learn how many and how long warrants have been registered by the district. Teachers' salary warrants are discounted from 10 per cent to 40 per cent by some banks—other banks refuse to take them at any discount.

The mere fact that a salary schedule is in effect in a particular school system is no indication that salaries are adequate. A

EDITOR'S NOTE: *The author is superintendent of schools of Greeley, Colorado. He reports that teachers applying for a job in a new school system seldom ask these questions which are so vital to their future welfare. We suggest that readers who aren't thinking of applying for a new job can find much of value in this article. Some of the provisions for teacher welfare mentioned here might well become a part of the program of more school systems.*

salary schedule sometimes puts the lid on salary increases—it definitely fixes the maximum salaries. A salary schedule can actually contribute to salary limitation as well as provide a scale for salary increases. Some contracts state that up to 90 per cent of the specified salary will be guaranteed—and then but 90 per cent is ever paid. It pays to read the contract.

Another question seldom asked is whether there is a Credit Union in the school system. This is especially important in emergencies, when loans are made at reduced rates of interest to members.

And then there is the sick leave. Few systems provide a cumulative five-day sick leave. Some systems provide a limited cumulative—up to twenty days, other systems provide only for a three to five-day sick non-cumulative leave.

Permanent tenure is generally accepted as desirable. However, in some school districts where a three-year tenure automatically places the teacher on permanent tenure, the entire faculty is discharged at the end of the two-year period in order to avoid placing it on permanent tenure.

In other systems permanent tenure has increased the number of teachers of advanced age to the point where few high-caliber teachers will be attracted to the system. Such a system is usually very conservative, resulting in little or no adequate curriculum revision and limitation on a progressive program in education.

Does the system have permanent tenure?

What provisions are provided for teacher retirement?

Another policy of vital importance to prospective teachers is whether the superintendent and the board will release a teacher if opportunity arises during the school year to secure a better position. Such opportunities come rarely. Teachers should be released under such circumstances. What is the record of the board in this respect?

Is the school system dominated by a newspaper, by a taxpayers' organization, or a political machine? If so, the applicant had better do a little personal investigating before signing a contract.

How strong is the teacher morale in the school system? If weak, there is a reason for it. Teachers as a group are long suffering—why the low morale?

How liberal or conservative is the board of education? Does it sponsor such activities as functional curriculum revision, intramural activities, city-school recreation projects, adequate library facilities, functioning health instruction, and radio broadcasts?

Are school buildings maintained in good condition, are adequate equipment and supplies provided, and what is the system of requisitioning supplies?

These and many other questions should be asked by teacher applicants. If they but realized that many of the above-mentioned items are limiting factors to their professional growth and personal happiness, they would take appropriate steps to secure complete, accurate information before signing.



Classes of 40-Plus Pupils

While my colleagues enervate their digestive tracts each lunch period, disclaiming against crowded classes of forty plus, I munch my sandwich placidly. . . . At present, my classroom wavers in temperature between the extremes of Hell and Thule, depending on whether the windows are closed or open. The practical question confronted me at the beginning of the term, "Is it better to die from heat or cold?" A vote by the class showed that they preferred extermination by freezing. . . . Overcrowding actually came to my

rescue. Two children in one seat means that they keep each other warm. . . . The coming of spring and warm weather will alter the problem. . . . Adjoining my windows is an extension roof. . . . When the weather grows warmer, I intend to use it to relieve my overcrowded class. I shall seat all my superfluous students on this extension. Consider the advantages. By a system of rotation, each student will have acquired a healthy tan before the sun-burn season formally opens.—SARAH THORWALD STIEGLITZ in *New York Teacher*.

ON THE AIR

By
DORIS E. NELSON

Hammond High Has 9 Periods Weekly

Now, don't forget, Mom! It's 9:45 sharp!"

Oh, no, mother will not forget this time, and neither will father if he can possibly manage it, for "this time" Junior is broadcasting over a real honest-to-goodness radio, and it is an important event in the lives of his parents, family, and friends.

No matter how blasé boys and girls may pretend to act about some things, they are genuinely interested and thrilled to be chosen as one of those lucky students to broadcast over the local station. Schools throughout the country have found such enthusiasm so prevalent that more and more systems are making a place for radio work in the day's activities.

In December, 1937, the Hammond City Schools under the personal supervision of Superintendent L. L. Caldwell embarked on a definite radio program. With the co-operation of the program managers at Stations WWAE and WHIP, local radio stations, a specific time schedule was worked out. Beginning as part of the Hammond Hour, broadcast daily, except Sundays, from 8 to 9 a.m., the school program occupied

fifteen minutes of time. At that time a program of educational value was given by some one of the seventeen schools in the Hammond system.

These programs covered a wide variety of subjects and were of several types. Dramatizations of classroom procedure, spelling bees, news of the schools, history skits, one-act plays, speeches or talks, dialogues, musical interludes, bands, orchestras, choruses and individual musical solos were among the many programs sent out over the air.

Each school was given an equal opportunity to broadcast. In most cases the principal of each building acted as program chairman for his particular school. Then with a committee of teachers and students he decided what programs should be recommended to the superintendent for possible presentation. After careful consideration of all the programs submitted to him, the superintendent selected and set up a schedule of broadcasts for each succeeding month. Copies of this schedule were sent to every school so that ample time would be allowed for preparation and final presentation.

As the months passed rapidly on, and more and more students became alert to the opportunities of this radio schedule, schools began to besiege the superintendent for more time on the air. The fifteen-minute program was not enough! Leading among the agitators for more time on the air were the various high-school newspaper staffs. Each group saw in the radio a splendid opportunity for first-class publicity for its particular school.

After considerable maneuvering, a new school program arose in addition to the eight o'clock broadcast. This was sponsored

EDITOR'S NOTE: First the whole Hammond, Indiana, school system obtained a daily period from the local broadcasting stations. And soon the seventeen schools were clamoring for the six periods. That led to additional time on the air for the three high schools, until the latter now control three weekly radio series. Pupils of the three high schools now handle nine periods a week. The author of this article teaches journalism in the George Rogers Clark High School of Hammond.

by the three high schools of Hammond—Hammond High, Hammond Tech, and George Rogers Clark—and was a fifteen-minute program at 9:45, five days a week. Under the title of "The Hammond School Newspaper of the Air", the program immediately became popular as the finest medium of school publicity.

Members of the respective newspaper staffs worked out dialogues and skits all based on news events taken not only from their own schools but also from all the seventeen schools in the system. This required hours of work in preparation: the material had to be gathered, the skits written, characters selected for broadcast, rehearsals held, and the entire program timed to perfection. But it was fun! And it meant going on the air! Did those newspaper staffs work? Yes, they did and they liked it.

But still more time was wanted. Now the science department spoke for a special half hour's broadcast as a weekly feature on Wednesdays at 2:30. Here, most of the programs consisted of special talks by students on the practical benefits of science. Under the management of the head of the science department, these broadcasts assumed a true educational value.

The next development was a music hour three times a week, on Mondays, Wednesdays, and Fridays, from 5:30 to 6:00. At this time various musical organizations from the different schools broadcast a program of selected group and solo numbers that were delightful to hear.

Definitely the Hammond City Schools were on the air! With four distinct time periods allotted to them, the schools with their teachers and students were convinced that radio was gradually gaining a place in the school's daily program.

Such a program holds untold possibilities for any school that is so situated that it can participate in broadcast work. Parents have openly expressed their enthusiasm for the program and have been delighted to have their children broadcast. In this respect the Hammond school broadcasts have done a splendid bit of work in building up good will throughout the community.

The definite objectives and values of school radio work include: (1) Development of a student's ability to speak, act or sing, (2) actual participation in an adult activity, (3) development of talent, or ability in script writing, (4) increased shortening of the bridge between school and home, or school and adult life, (5) development of a series of programs that serve a definite need, (6) development of a better coöperative spirit, as the entire school is represented in any broadcast, (7) development of a finer appreciation of radio programs.

Since voice and speech are the dominant factors in radio work, it naturally falls to the speech department to supply most of the students and the material. However, a far better coöperative spirit will exist in the school that encourages all students to try out for broadcasts. The journalism department is the logical source for all news broadcasts, but every department in school has material that easily can be worked into fine skits for dramatization of classroom activities.

Radio is a tremendously popular field with advantages appealing to boys and girls alike. If schools are to keep abreast of the times, they will see the advantages of the radio program being offered at the Hammond schools and do all they can to influence their nearest station to let them start their own school broadcasts.



School Board Infiltration

Every year more and more candidates with ulterior motives are running for school board positions. If public education is to continue as a demo-

cratic force, it must be divorced from pressure groups and partisan politics.—THEODORE QUINLAN, at A.A.S.A. Convention.

ADOLESCENT CRUSHES

and the teacher's responsibility

By BESS E. JOHNSON

IN ORDER to help the adolescent develop into a normal, happy, healthy member of society, we must understand certain forms of behavior which in and of themselves are probably quite harmless but if not "outgrown" may lead to rather serious consequences. The phenomenon of the "crush" is familiar to all who have frequent association with adolescents.

In this article I shall attempt to point out the etiology of the crush, to show its effect on the individuals involved, and to suggest something in the nature of therapy which might be used.

The stages through which an individual passes, in achieving normal adult heterosexuality (sexual attractiveness to persons of the opposite sex) are not entirely agreed upon by psychologists. However, there is enough agreement so that it seems safe to say that during the first and second year of life the infant is almost exclusively concerned with himself. He derives satisfaction and the feeling of well-being almost exclusively from sensory stimulation.

From about the second to the fifth year of life there is a growing interest in the differences between the sexes, but usually

the child accepts both sexes without preference for individuals of the same sex. This homosexual interest may be extremely transitory, showing devotion now for one, now for another, in which case it needs little, if any, special attention.

Other attachments of the homosexual (sexual attractions to persons of the same sex) nature extend over several months or years. These, too, may be considered as entirely natural and normal since they are probably brought about by frequent associations and are continued because of common experiences and mutual understanding. Thus, they represent "an episode in the development of personality, a matter of unevenness of development which [will] soon disappear as heterosexuality [becomes] established."¹

However, if the attachment extends into the later adolescent period, it is well for those who have at heart the interest of the individuals involved to make a serious attempt to locate the source of the trouble, and to take measures to correct it. If homosexual interest continues beyond the later adolescent period, it is less likely that it will ever be discontinued.

Probably every community can number among its members at least one man who conspicuously differs from the other men because of his mincing steps, his high-pitched voice, and his aversion to women. His counterpart is the woman who strides along the walks, speaks in deep guttural tones and wears extremely masculine attire. Whether these individuals are the victims of a trick of nature or the victims of un-

EDITOR'S NOTE: *The author is a member of the Psychology Department of State Normal School, Geneseo, New York. While this article is written in terms of the homosexual attachments of girls, the points discussed apply equally to those of boys. Miss Johnson stated in response to our inquiry that five-sixths of the students in her school are girls, and that this accounts for the point of view from which the article is written.*

¹ Conklin, E. S., *Principles of Adolescent Psychology*. Henry Holt and Co., 1935. P. 306.

fortunate training and environment is a matter of grave concern and speculation.

Today it seems generally agreed that no man is completely masculine and no woman is completely feminine. Each individual has differing amounts of the characteristics of the opposite sex. Whether these differences are due to differences in amounts and kinds of hormones or whether they are due in some way to conditioning is still a question.

Well of Loneliness, a novel by Radcliffe Hall, gives an intimate picture of Stephen from infancy to middle life. Stephen was educated, cultured, refined, talented, ambitious, and had high ideals. She had been born to a couple who had planned that she would be a boy and consequently gave her a boy's name. Her mother never overcame her disappointment and never showed any maternal affection. Her father was extremely devoted to her but she continued to be his "boy". The author gives the impression that Stephen's masculinity was the result of an organic condition, but it seems entirely possible that her condition might have been the result of her training and environment.

If organic conditions which are beyond control are responsible for homosexuality and individuals are inverted, then the social attitude should be one of sympathetic understanding rather than repugnance and horror. (The writer can list among her friends and acquaintances at least half a dozen individuals who either would not complete reading *Well of Loneliness* or who refuse to discuss it.)

If homosexuality is the result of training and environment, then parents, teachers, and social workers should understand adolescents and give them the necessary assistance in making desirable adjustments.

It is safe to assume that the majority of the individuals with homosexual interests are the product of our social order rather than the victims of a trick of nature. According to statements made by Dr. Winifred Richmond in *The Adolescent Girl*, homo-

sexuality is much more frequently found among girls than among boys. She further states that homosexuality is "on the increase in western countries and various reasons for it present themselves; our economic system under which it is becoming increasingly difficult for a man to earn enough to support a family and which delays marriage and makes it imperative that women become wage earners, thus bringing out their masculine characteristics; the increasing number of women who remain unmarried because of greater freedom and ease allowed them; the emphasis upon self-development and emotional independence which has played a prominent part in the higher education of women, are among the reasons most frequently given".²

These factors are no doubt significant, but the chief reason for the continuance of homosexual interest must be psychological.

Every normal girl craves attention and, at least, a moderate degree of popularity among the larger social groups of which she is a member. This, however, does not preclude the necessity of special friends with whom she may share her thoughts, her interests, and her affections.

Much misunderstanding of the adolescent girl has grown up because of the failure of adults to understand and appreciate the emotional needs of the adolescent. The crushes observed in adolescent girls will not be understood "unless it is recognized first that this conduct represents the effort to satisfy an emotional desire, and that often this need has its roots in much earlier experiences; and, second, that the person loved is likely to be sought out because she is a symbol of the one in the girl's experience who could have satisfied this desire. In other words the girl is not in love with the person on whom she has a 'crush' but with the individual this person represents."³

² Richmond, Winifred, *The Adolescent Girl*. The Macmillan Company, 1925. P. 125.

³ Elliott, Grace L., *Understanding the Adolescent Girl*. Henry Holt and Co., 1930. P. 68.

Conklin points out five kinds of "experiences which may block the normal development of heterosexuality."⁴ These I shall give briefly:

1. The girl who has recently lost her mother or who is away from home and those upon whom she usually lavishes her affection, may develop a crush on some older woman as a means of giving expression to the emotion of tenderness.

2. The girl who has been denied the affections of a mother during childhood, due either to death or lack of the maternal instinct, such as was the case of Stephen and her mother, may acquire a longing for the intimacies and love expressed by the mothers of her friends and thus may select an older woman to fill this need.

3. Modern attitudes toward sex have improved decidedly; yet we find many girls who are growing up with an attitude of fear toward all members of the opposite sex. If parental relationships are not happy, the girl usually sympathizes with her mother and concludes that men are brutes. If parents perpetuate the idea that sex is vile and indecent and must be talked about in whispers, then the adolescent girl may select some one of her own sex as the object of her affection or decide to lead a cloistered life.

4. Frequently the girl with a crush sees in another girl the qualities, accomplishments, or positions she has never had. Close companionship with this individual enables her to enjoy the fruits of these traits vicariously, thus, in a measure, enabling her to compensate for her own feeling of inferiority.

5. Normal heterosexual affection may also be blocked if a girl has built up images of the ideal man, so perfect, so godlike that she has few possibilities of ever meeting such an individual.

Two additional situations which may be the causes of the development of crushes

are given by Grace Loucks Elliott⁵:

1. If the girl has recently gone through an emotional crisis such as a broken engagement she is likely to select as the object of her crush an older woman, as a temporary substitute toward which she can express the emotion for which channels have been temporarily closed. This kind of crush might also come about as a result of other disappointments or disillusionments.

2. Another situation which is likely to bring about crushes is the lack of opportunity to make normal contacts with boys. This is most evident in boarding schools and women's colleges.

Crushes stimulated and fostered by any of the previously mentioned situations need not become serious if carefully handled; but in girls of strong emotional capacity, it becomes more serious, especially if they are continued until they become "fixed".

In considering the effects of the crush, it becomes necessary to view each individual concerned separately. In most cases we see the young girl picking as the object of her devotion a woman older than herself. Her affection is usually expressed in the form of gifts, notes, and superlative terms of endearment, but may even take the form of fondling, kissing and embracing. In addition it is likely to have that absorbing attitude which demands the exclusive attention of the object or extreme jealousy is likely to ensue.

If these crushes are evanescent and the individual returns to normal in a short time, they can be considered inconsequential. Occasionally, however, the object of the crush, in this case the older woman, receives undue satisfaction from this adoration, perhaps because of some frustration in her own life, and therefore she encourages its continuation.

Again, if the older woman is herself of the homosexual type and encourages and reciprocates the girl's affection great harm

⁴ Conklin, E. S., *Principles of Adolescent Psychology*. Henry Holt and Co., 1935. P. 308 ff.

⁵ Elliott, Grace L., *Understanding the Adolescent Girl*. Henry Holt and Co., 1930. P. 69.

may be done the girl by causing her to select one of her own sex as the object of her love.

Each crush case must have its individual interpretation. However, there are a few general principles which may assist the teacher, parent or social worker in determining what to do about it.

Crushes on older women:

An intelligent matter-of-fact attitude on the part of the victim of the crush is almost sure to bring about desirable results.

1. *Under no circumstances should the individual who has the crush be ridiculed about her attachment.* A better understanding of herself, of the normal development of sexual attraction, and of the causes of her behavior may be enough to modify her affection.

2. *Give the individual with the crush an opportunity to get satisfying attention from her associates.* Without making it objectionable to the donor, the recipient of the candy can pass it to others, being sure that all know about the donor's thoughtfulness and generosity.

3. *Insofar as possible avoid opportunities for intimate expressions.* When other people are present the girl with a crush is not likely to make exaggerated statements of her affection. Once these statements are made the individual has committed herself, and the matter-of-fact attitude cannot consistently be continued.

Do not permit yourself to develop a consuming mother-love attitude toward an adolescent girl.

1. *Give the adolescent girl an opportunity to develop a normal sex life by freeing her from undue attachment.* Mothers and teachers have been known to get so much satisfaction from the devotion of young girls that rather than free them emotionally they have made the attachment permanent.

2. *Avoid being over-solicitous about the companionships of the adolescent girl.* The girl who has opportunity to make the acquaintance of large numbers of persons her own age will soon develop standards of discrimination.

Crushes on individuals of approximately the same age:

Appeal to the girl's altruism. When a girl can be convinced that her excessive affec-

tion is detrimental to the future development of the girl she loves, the expressions of the crush, and eventually the excessive emotional tone will gradually disappear.

Make opportunities for large circles of acquaintances. Extracurricular activities and group project work in school furnish excellent opportunities for girls to get acquainted with larger numbers of young people.

Provide opportunities for success and genuine approbation. When the girl develops a crush on some girl whom she admires because of her success or appearance, much can be done to assist her by giving her opportunities for attention and approval as a result of her own accomplishments.

Provide opportunities for activities with the opposite sex. Parties, committees, and dramatizations provide excellent opportunity for normal impersonal contacts with the opposite sex.

Forcible separation with change of environment is sometimes effective. To employ this means, without a thorough knowledge of the case and the individuals involved, might do more harm than good.

Just as every individual is entitled to assistance in developing a normal, healthy body, so every individual is entitled to guidance in attaining normal, healthy attitudes. Emotions normally matured enable one to find life abundantly worth living. The emotional life of an individual as a result of his affections for people furnishes some of life's greatest possibilities for enjoyment. Normally the love of the infant is self-love; the love of the child is ambisexual; the love of the adolescent is heterosexual.

Most crushes or cases of homosexual love disappear as the normal circumstances of life remove the causes or bring about an appropriate assistance in overcoming them. A few individuals are not fortunate enough to have the necessary assistance; and for those who would like to assist the individuals involved in a crush, the suggestions in this article are offered.

Our Seniors Prepare for FAMILY LIVING

By

WELLINGTON G. PIERCE

WHAT CAN you do about these parents who just won't let you grow up?"

The exasperation of the speaker, a seventeen-year-old graduating senior girl, can be matched only by the bewilderment of another speaker, a mother, whose complaint is phrased in the question "What can we do with these young people of ours who just don't listen to reason or better judgment?"

The two questions were asked on different occasions, but the questioners may well serve as spokesmen for two more or less unreconciled interests—growing-up youth and their grown-up parents. Must the growing-ups and the grown-ups always be at odds?

An effective answer is being attempted by more than eleven-hundred high-school young people of Long Beach, California.

Over a period of five years, this number of graduating seniors at Woodrow Wilson High School has enrolled in an elective sociology course in Family Living in the Modern Day, in which two purposes are paramount: to show these students how to participate constructively as young people in present-day homes, and to prepare them for constructive leadership as the homemakers of tomorrow.



EDITOR'S NOTE: *In the last few years more than eleven-hundred seniors of the Woodrow Wilson High School, Long Beach, California, have taken the elective course in family living. The author, who has developed the course over that period, discusses his methods and their results in this article.*

"What can you do about these parents . . . ?" "What can be done with these young people . . . ?" These high-school students have concluded that in their hands lies the solution to both problems.

First, they can make an adventure in understanding and adjustment in the homes in which they are young person members. Second, they can study family life and acquire skills in human relationships which will qualify them as understanding parents of tomorrow's generation of adolescents.

What do these young people want to know about themselves and their part in family living?

In the first place, it is worth noting that this representative group of modern youth—sometimes falsely branded as shallow or irresponsible or tradition-flouting—is quite definitely and seriously concerned with making a go of family life. Their recognition of the significance of an understanding and skilful approach to family life in the modern way is evidenced in the frequently expressed opinion that a course of study in family relationships should be required of present-day parents—their dads and mothers. "And why not?" is the good-natured but seriously meant response from a proportion of these parents. Possibly a part of the cause of the youth problem of today and the family problem of tomorrow is the distressingly small proportion of parents who thus respond.

A recent study of successfully married persons to discover what may be the essentials of a successful home resulted in the recommendation that "an understanding of the basic requirements for harmoni-

ous personal relationships and the willingness to develop the requisite qualities within one's self" are fundamental to any adequate preparation for marriage. "If you have it, you don't need to have anything else; and if you haven't it, it doesn't matter much what else you have."

This statement of Sir James Barrie has been applied to that essential art of getting along with people upon which so much of human happiness and success depend. Get-along-ability is particularly required in effective family association.

Life is actually one long-continued problem of adjustment. Applied to the goal of effective family living, this involves adjustment to one's self and to one's associates in and out of the family group, and adjustment of the family group of which one is a member to conditions and changes in society.

We are not born attractive, get-along-able personalities. How do we get that way? What are the qualities that make for get-along-ability? How may these be developed?

The student starts on his quest for answers to these questions through observation and analysis of the popularity of some admired friend. He continues by the study of some prominent character in history or current life.

What were the qualities of personality which contributed to this person's success or which hindered his progress? The experienced observations of the best of contemporary psychologists are studied. Individual reading and observation together with group discussion result in certain points of emphasis.

First, there are laws governing human association which must be understood and applied if we are to get along with our fellows in the way we desire. Every action brings a reaction which may be predicted and which follows definite principles of psychology. Second, the attainment of a likeable personality is largely a matter of developing desirable habits. Certain atti-

tudes and ways of acting need to become habituated. Persons who are genuinely interested in other people, who avoid judging and attempt to understand the other person, who are governed by their likes rather than their dislikes, who delight in discovering good qualities in their associates are found to be happy and well-liked.

We start life as thoroughgoing individualists, interested in persons and events primarily as sources of personal advantage. Life demands of us growth into a socially mature adulthood in which these original individualists have become willing and capable workers together for the common good. Sociologists describe this process of maturing socially as the necessary shift from the big I- to the functioning We-feeling.

But, alas, the I's seem to have it. We weep or we storm when a personal wish is not granted. We blame the other fellow or our own bad luck when we fail in some endeavor. We fret and grab our way through life and die dissatisfied and disillusioned. We live fifty, sixty, seventy years, but we never grow up.

The issue is discussed on a society-wide basis in R. H. Tawney's *The Acquisitive Society*, which he contrasts to the functional society we someday must have.

These high-school young people assemble a host of illustrations of both socially immature and socially mature conduct and do not hesitate to apply the same searching tests to their own experiences. As this discussion progresses, each student is given the opportunity of taking a scientifically devised adjustment inventory which quite accurately reveals to the individual how he gets along in four phases of his association—home, health, social, and emotional adjustment. Well-adjusted homes are the achievement of well-adjusted individuals.

High-school young people are eager to apply to certain important areas of their experience this fundamental demand of life of satisfactory adjustment to people and situations.

First, they want to get along well with the members of their present-day homes. This discussion of parent-young person relationships rates high in student interest. Three questions are raised. Granting that it is normal for differences to develop in the home, what are the most common sources of disagreement between high-school young people and their parents?

The five which regularly head the list are social privileges, money problems, use of the car, school and study problems, and home duties. A group of eighty parents, asked to express their opinions on the same question, nominated the same five, although in a different order of importance. A student explained this identity of lists by pointing out that it takes two to make a quarrel.

What traits, do you think, are most desirable in parents? This is the second of the three questions raised in discussing parent-young person relationships.

Again, the young persons invariably agree on certain qualities. The dads and mothers that young people like are companionable. Next, they have an understanding of and a respect for the young person's point of view. Further, the preferred parents have a sense of humor, are open-minded, and lead, not dominate, their homes with reasonable strictness tempered with fairness.

Can young people contribute anything to effective family life in their present-day homes? This is question number three. When you ask the young people, they answer emphatically "yes", and proceed to enumerate the ways in which they can assist:

- (1) Try to get the parents' point of view,
- (2) understand financial conditions in the family and coöperate,
- (3) show affection toward members of the family by thoughtful acts of courtesy,
- (4) willingly perform one's share of tasks about the home,
- (5) enliven the family life by radiating joy, optimism, enthusiasm, and
- (6) suggest and join in with family stunts, outings, or projects.

The discussion of these questions naturally leads to a summary of practical procedures for the improvement of parent-young person relationships.

Specialists in the analysis of family problems agree that disaster in marriage can frequently be traced to an early-developed misunderstanding of or warped attitude toward sex as a factor in life. Contemporary civilization has been criticized for its unhappy combination of an excessive stimulation of interest in sex and an irrational repression of a sound, scientific approach to the understanding and mastery of sex.

Individuals might be roughly classified into three groups according to their attitude toward this fundamental human drive. There are those who view sex as something essentially evil to be ruled out of conscious consideration. They try to make of sex *not a factor at all* in life. Many there are who go to the other extreme and by their attitudes and actions make of sex *the factor in life*. Still other persons, products of alert, enlightened modern home and community influences, accept sex *not as the*, but as *a factor in life*—a fundamental drive which, if understood, revered, and intelligently directed, will provide a basis for well-adjusted living.

The future of American family life depends upon this latter happy throng, and modern high-school young people wish to follow in their train. Today's youth feel that today's parents have not played fair in these essential matters. Young life looks to mature life for guidance in this great area of sex, and in the place of open-minded, scientific counsel finds its questioning ignored, evaded, or answered in a manner that can only be described as a highly elaborate beating about the bush.

Parents would profit by studying the written reactions of several hundred students following their reading of the excellent booklet by Mary Ware Dennett, *The Sex Side of Life*. The vote is unanimous in expressing approval and appreciation for

this one mother's contribution, originally written for her two boys.

Out of the experience of leading over eleven-hundred high-school young people in a discussion of the place of sex in life, several conclusions may be drawn.

These young people assert that both prudishness and prurience are unwholesome. They realize how important for the living of well-adjusted lives is the achievement of an open-minded, scientific, wholesome attitude toward sex as a factor in life. They can understand why parents have been reticent or evasive on matters of sex, but these young people are determined that the next generation of boys and girls will have something different to say of the leadership exerted by its parents—today's youth.

A more thoughtful and comprehensive approach to the all-important choice of a life mate should be made than that provided by the "great lover" movies and novels. Psychologists suggest that the selection of a personality as mate is really the expression of one's personality and that the choice is made in terms of one's "mate image", the mental picture of the "one and only". This mate image, however, may be very inadequately compounded.

For instance, there may be the common notion that love is enough, that two lovers, in the romantic sense, can leap all barriers. In the motion picture, *The Gorgeous Husky*, Rachel, wife of Andrew Jackson, quite aptly asserts that "marriage ain't no party dress. You have to wear it morning, noon, and night". That being the case, to mutual love, in the consideration of a life mate, must be added such factors as health, ancestry, social status and goals, personality traits, and home-making abilities.

The essential soundness of modern youth's judgment when disentangled from shallow, misleading current influences is revealed in the rating given certain qualifications of a mate. Ten suggested qualifications are arranged by these young people in the following order of importance: Character, health, disposition, intelligence, edu-

cation, appearance, manners, interest in religion, family connections (socially, not biologically defined), and wealth.

Problem homes are the handiwork of problem persons. Successful homes are no accident. They follow from the investment of carefully planned endeavor on the part of two well-mated, socially mature individuals with sound ideals of marriage and family life.

Student analyses of typical families which they have known or which they find pictured in selected family novels emphasize the fact that it is not the possession of things nor the fortunate combination of external events, it is the association of persons able to face facts and make the appropriate adjustment that makes the marriage go.

For times such as these, in which more is expected of marriage in terms of individual satisfaction, more must be achieved if the result is to be fortunate.

Are there agencies or influences in contemporary society to assist persons and families toward greater achievement in family living? Sent in quest of answers to this problem, students find a host of varied and valuable approaches to the conservation of the family.

Whatever tends to improve the economic conditions of the country aids the family. College and high-school courses in family relationships, parent-education study groups, public discussion of family issues are increasing in number. Child guidance and marriage guidance clinics, family relations courts, and well-equipped individual counselors make available the significant findings from the fields of biology, psychology, and sociology.

This nation's welfare is dependent upon the welfare of its thirty million families. The future of the American family will be determined by the marital literacy of the present generation of American youth. One experiment in the education of youth for marriage and home life finds these young people eager and determined to prepare themselves "to live happily even after".

PATRONS' DAY

By
EDGAR C. HASTINGS

is *different* in this school

AT LAST the day of days had arrived! It was Patrons' Day in Manton High School!

The whole school had been in a dither during the preceding week. Teachers had vied with each other in making their rooms look attractive. Samples of pupils' work adorned each room. Bulletin boards long neglected had been dusted, and clippings and pictures artistically arranged thereon. The typing students had worked long and arduously in typing unique designs and figures—work which in itself added very little to their sum total of ability to type well. The Industrial Arts and Home Economics departments had very attractive displays.

The various classroom teachers had special programs arranged in which pupil participation and leadership were emphasized, even though such situations occurred very rarely in the ordinary day-to-day class routine—the parents must be impressed with the splendid opportunities that the children enjoy in the way of pupil initiative and pupil activity.

Principal Smith had done his share to provide for the enjoyment and entertainment of the patrons. During the first hour

of the afternoon (very few visitors came in the morning) a band concert would be given in the auditorium. Of course, this annoyed neighboring classes, but after all the patrons had to be entertained; and besides, some of them might never have heard a band play.

Following the concert an hour would be given to an assembly program. This was to take the form of an elaborate pageant and was certain to be an attraction. No one would care to miss it.

At the conclusion of this program the patrons were to be invited to the Home Economics department, where classes would be abandoned in order to serve tea.

If none of the above was sufficiently alluring, then certainly the basketball game in the gymnasium or the fashion revue in the sewing room would draw many visitors.

The patrons began to pour into the school early in the afternoon. Among them was Mrs. Jones. After duly registering she was asked what rooms she would particularly like to visit. She replied that she had two children, Mary and John, in the school. The guide informed her that Mary had History in room 10 and John had an English class in room 5. She was then ushered to room 10.

After spending ten minutes trying to find out what was going on in the room, she hurried over to room 5. Ten minutes passed and she was actually becoming interested in the class proceedings when she heard the blare of the band in the nearby auditorium. She must hasten or she would miss the concert. Eight other visitors had the same idea. They arose in unison and noisily left the room.

Thus, during the afternoon, patrons

EDITOR'S NOTE: "See the school" often becomes "The school at sea" in some schools where visitors' day may be rather too frantic and ineffectual, stated the author in the letter accompanying this article. Mr. Hastings first pokes fun at that situation in a mythical high school, and then discusses the program that has been developed in the Lafayette Junior High School, Uniontown, Pennsylvania, where he is principal.

came into classrooms, spent a few minutes, and left for more interesting entertainment. Exhibits of class work went almost unnoticed. Very few took time to exchange greetings with the teachers. There was too much entertainment elsewhere.

The afternoon passed rapidly. Mrs. Jones enjoyed the band concert, applauded the splendid assembly program, and ate voraciously of the sandwiches and cookies and drank a pint of tea. All went well until she left the building and was on her way home. Then she thought rather shamefacedly of what her children would say. She realized that she had spent very little time in her children's classes. Many other parents had similar thoughts.

A résumé of the afternoon visitations showed that whereas hundreds had visited the special attractions, such as the band concert, assembly program, basketball game, fashion revue, and tea, only a few had visited the classrooms long enough really to gain some idea of the activities being carried on in the classes.

Perhaps this picture has been overdrawn, but without a doubt the above procedure is followed in many secondary schools on Patrons' Day. Even by stretching the imagination it can hardly be called ideal.

Lafayette Junior High School has an entirely different set-up for Patrons' Day. The basic philosophy of the principal and the faculty of this school is that Patrons' Day is to be a day when parents and friends of the pupils may come and see the school in operation much as it is on any ordinary school day.

Of course, each classroom is made to look attractive. Exhibits of children's work are on display. Bulletin boards are used to the best of advantage. An assembly program is given if Patrons' Day happens to come on the regular day for such an event. Food made in a regular home economics class is sometimes served to any visitors who may be present in the classroom. Aside from

these features, classes are carried on as usual.

With an ordinary school routine planned for the day, how can parents be interested in visiting the school?

The first important point is to see that each parent is extended a cordial invitation. The principal sends a letter of invitation to each home. Pupils write letters of invitation to their parents as part of their regular class work. Sometimes pupils in a homeroom extend a personal invitation to each other's parents to come.

The last two methods are more effective than the principal's circular letter of invitation.

With the patrons properly invited the next problem is to persuade them to come on Patrons' Day. A very effective plan is used for this purpose.

A contest is arranged with the various homerooms as participants. Each visitor to the school who spends at least thirty minutes in a classroom of the pupil who was instrumental in having the visitor come, counts one point for the section of that pupil. One point is also allowed for a patron who remains during the noon hour, and eats in the school cafeteria. An usher in each section keeps an accurate record of the number of visitors during each class period, and the number of minutes each spends in the room. The section scoring the highest number of points is awarded a beautiful American flag, which remains in that homeroom until the next Patrons' Day.

Perhaps by means of ballyhoo and special attractions, Lafayette Junior High School could increase the number of visitors on Patrons' Day, but insofar as the results of the day as we observe it are concerned, the principal and members of the faculty feel very well satisfied.

An analysis of the visits on this year's Patrons' Day shows that of the 195 visitors, 57 spent one period in class; 39, two periods; 53, three periods; 20, four periods; eight, five periods; six, six periods; twelve,

seven periods. "One class period" means at least thirty minutes of the fifty-minute period. Twenty visitors ate lunch in the school cafeteria. Eighteen of the visitors were men.

It is fair to say that each patron spent an average of forty minutes in each class, which would mean that the 195 visitors spent 356 hours in classrooms or an average of one and three-quarters hours per visitor. Since the school day consists of seven periods, 46 persons spent more than half the school day in class visitations.

The time spent in classes by patrons is an outstanding feature of Patrons' Day in Lafayette. Patrons thus have an opportunity to see the school at work under fairly normal conditions. Parents are given sufficient time to observe classroom procedure, and,

if they so desire, to exchange greetings with the teachers.

At the close of the school day, parents and teachers are invited to attend a tea served in the cafeteria by the home economics department. This provides an opportunity for parents to consult the teachers on the work of their children.

Parents go home feeling that they have actually visited school and not a three-ring circus. The children are happy in the knowledge that their parents and friends have been sufficiently interested in them to spend so much time in their classes. The teachers feel satisfied that the patrons have had an opportunity to observe the work of the school under conditions approximating those of any ordinary school day.



Recently They Said:

Smothered in Words

Every time a curriculum committee meets the whole program has to be reconstructed again in the light of the new catch phrases that have become good language since the last meeting.—H. L. FRICK in *South Carolina Education*.

High-School Biology

The college influence on high-school biology is still too great. This college influence is an unsatisfactory condition which high-school biology teachers have recognized for some time, and although much progress has been made in turning secondary biology away from the effects of the college, our high-school courses are still based too greatly upon material handed down from college botany, zoology, physiology, and comparative anatomy. Biology teachers have recognized this fact and have made modifications in their courses, but the biology textbooks have followed rather slowly. In other words, textbooks for high-school use still show the college influence very strongly. Now there is nothing wrong with this just because it is college influence. The thing that is wrong is that this is what makes the high-school course tend toward the abstract, the purely scientific, and the non-functional material which most emphatically does not belong in a course that has so much potential worth. Even the

college preparatory aim for a biology course, which is offered usually in the tenth year of high school, should be practically forgotten, since probably not more than fifteen per cent of the tenth-year pupils in high school ever enter college.—GEORGE L. BUSH in *Connecticut Teacher*.

Revolt in the Desert

Talking with other educational-convention-goers, I have found an amazing number who felt that they weren't getting benefits for which they had hoped. . . . There are too many large formal meetings. Conventions should provide greater opportunity for small informal conferences, whether they be held in anterooms, hotel lobbies, or on street corners. . . . There are too many formal speeches. An examination of three speeches delivered at one session of a recent convention revealed about the same differences we have been able to find in the major political parties. They dealt in generalities only. . . . The speeches are too long. Watch the audience and you will find that twenty minutes is about the right time allotment. After thirty minutes, you will note that many actually leave the hall in the flesh, while most of those remaining are no longer present in spirit. . . . People choose end seats. . . . They wish freedom to flee from another series of alleged orations dealing in generalities, repetitions, and trite statements—MARK C. SCHINNERER in *Ohio Schools*.

➤ IDEAS IN BRIEF ➤

Practical ideas selected and condensed from articles in state and specialized education journals

Pupil Coöperative (1)

Seventh-grade pupils in the Bemidji training school under the instruction of their teacher, Josephine Kremer, are operating a "Green and White Coöperative" store. The store has done a hundred dollar business and has issued 20 per cent dividends to its stockholders and customers. Two salesmen are taken from the alphabetically arranged group each day. At the end of the day supplies are gathered and the account book and money checked. The committee is now working on a charter.—*Minnesota Journal of Education*.

Pupil Coöperative (2)

Pupils in District 17, Dakota County, after studying coöperatives, organized a coöperative of their own, the Tip Top Cafeteria. Each child bought a share at five cents. The shareholders shop around for supplies. They purchase milk from farmers at the going price of three cents. Meals are served over a counter made by the children.—*Minnesota Journal of Education*

Pupil Coöperative (3)

A 7-week pupil coöperative experiment was recently conducted by the Allison-James Junior High School, Santa Fe, N.M., through the medium of the school candy store. The project was discussed in assembly and in classrooms. Each pupil could buy one five-cent share, and his purchases were limited to one nickel candy bar a week. Only half the pupils bought shares, though most of the others bought candy during the period of the project. At the end, each shareholder got back his investment plus a penny interest. On each nickel purchase he had made, he got a refund of three cents. Those who hadn't bought shares loudly regretted it. It was explained to the pupils that such large dividends on purchases (60%) were possible primarily because no charge had been made for overhead—rent, salaries, etc.—which in real life would have reduced the returns. But the project made pupils a little more conscious of the possibilities that lie in a coöperative society.—J. A. PONCEL in *New Mexico School Review*.

Pupils Compile Style Book

Journalism and printing students at South High School, Omaha, Neb., have completed work on a "Style Book" patterned after the *Christian Science Monitor*, University of Missouri, and *Omaha World-Herald* books. The guide includes a complete headline schedule and an outline of school policy.—*Nebraska Educational Journal*.

Short Stories as News

Short stories studied in a four-week unit were rewritten as news items for a one-edition appearance of the *Short Story Star* by a tenth-grade class of the Albert Lea, Minn., High School. The newspaper had four pages, with six three-inch-wide columns to the page. Some of the short stories were handled as straight news articles, some as feature articles, human-interest stories, editorials, society news, book reviews, and even as advertisements. Example: Poe's "The Purloined Letter" appeared as a front-page news item, headed "Important Document Stolen." Details of the robbery were handled as current news, in good journalistic style. At the bottom of each rewritten short story, its correct title and author were given. All contributions were typewritten in three-inch column width. The strips were pasted on the pages, and headlines were handlettered above. The one copy of the edition was posted. The pupils had worked wholeheartedly, and were proud of their work.—DOROTHY L. WHITNEY in *The English Journal*.

Garden Exchange

Typical of city pupils, those in a biology class of Roosevelt High School, Oakland, Calif., were found unable to name common plants of the vicinity. One pupil asked how beans were "started", was surprised to learn that "those things we eat" are bean seeds. Lacking practical contact with the world of growing things, such pupils bog down in classroom theory, and don't appreciate biology. When the teacher asked if any pupils would like to have slips from her geranium collection, and raise their own plants, response was overwhelming. From

this small beginning, the idea grew as other teachers and parents contributed seeds, slips, seedlings from their gardens, sometimes asking other plants in return. The plan spread throughout the school, which now conducts a thriving informal exchange for its many pupil gardeners, as well as for faculty members and parents.—RUTH A. WOOD in *School Activities*.

Good Posture Campaign

The physical, social and mental benefits of good posture were publicized in the Wellston, Ohio, High School in a one-week campaign sponsored by the Physical Education Club, with the coöperation of other school clubs. Feature of the drive: a contest to determine the boy and the girl with best posture.—Ohio Schools.

Homeroom Citizenship

At the beginning of a new school year there is probably not a more unorganized, anti-social group of people than the children in a new homeroom. The Bowling Green, Ohio, Junior High School plan turns homeroom groups into model communities. Following a regular political campaign, with all the trimmings, elections of officers are held. There are also mid-year elections. Simple parliamentary rules are discussed, and each homeroom president is given a copy of a parliamentary guide. Each homeroom discusses, develops, and adopts its own constitution. As self-government grows, a homeroom court, and three monitors who serve one-week periods, attend to "law enforcement."—JOHN J. KLEINFELTER in *Ohio Schools*.

Community Resource Survey

A survey of "human resources" was recently made by pupils in seventh and eighth grade social living courses of Glencoe, Ill., in coöperation with an adult committee of the community. Pupils helped to plan a questionnaire designed to reveal interests, hobbies, collections, travel pictures, and other resources that residents possessed, and were willing to share with other persons and agencies. Pupils canvassed house-to-house, unearthed artists, travelers, collectors, hobby-riders, who consented to make their knowledge, or through exhibits their possessions, available for various community education projects.—Curriculum Journal.

How to Read a Newspaper

A study of the newspaper by a ninth-grade class responsible for publishing the school paper in the Barrett Junior High School, Louisville, Ky., is rated by the teacher the most lively, thrilling proj-

ect she has ever experienced. The class subscribed to five newspapers for a month—*St. Louis Post Dispatch*, *Cleveland Plain Dealer*, *New York Times*, *Des Moines Register*, and *Washington Post*. The local *Courier Journal* gave the class 35 copies a day for five weeks. Pupils wrote to 95 newspapers throughout the country, asking for three copies—Saturday, Sunday, and Monday editions—specifying the same dates for all newspapers, for accurate comparisons of the handling of identical news. During preliminary study, local newspaper people talked to the class. Pupils spent an afternoon in a newspaper plant. By the time that standards for comparing each phase of the newspapers had been developed, they began arriving. After a few periods of free browsing, pupils settled down to the various analysis projects. Interest was so intense that teachers of other classes complained. The pupils were ignoring homework demands of other subjects—to devote their time to the newspaper study, for which homework had not been required! Pupils were learning how to read a newspaper intelligently, which was the purpose of the study.—MARY HODGE COX in *Curriculum Journal*.

Home Town Exploration

American literature begins with many tales of adventure that are largely historical. Students in American literature classes at Davenport, Iowa, High School, supplemented their book adventures with an adventure of exploration into local historical sites. They ferreted out so many houses of historical interest in the vicinity that their reports were amazingly interesting. An entire program of the local chapter of the D.A.R. was devoted to the results of the pupils' research. A local paper consented to publish each day a pupil story on some house of historical interest. Community response to the stories caused the paper to ask the pupils for a steady supply of similar copy.—HORTENSE FINCH in *The English Journal*.

Low-Fee Lecture Courses

A series of lectures by prominent people, at the small charge of \$1 for the course, is underwritten each year by the Glen Falls, New York, Teachers Association. Glen Falls has a population of about 20,000, but the large audience necessary to keep the fee low comes from points as distant as 40 miles. The featured speakers during one course were Will Durant, Maurice Hindus, and Roy Chapman Andrews. Another course included Stuart Chase and William Rose Benet. The courses have been financially successful, and the budget has grown during the last six years.—WALTER P. REICHERT in *New York State Education*.

THE SOCIAL CITIZEN

(Commencement talk by a 1939 graduate)

By JEAN SHAW

TONIGHT I shall endeavor to show you that University High School, the community, develops its citizens socially as well as academically. In a fine socialized citizen we will find among other qualities, sincerity, good sportsmanship. There are many ways available in which one of our students may attain this ideal.

Let us take as an example the history of any average girl from her entrance to University High to her exit at graduation. We shall call her Mary Jones.

Mary is at "that certain age" or perhaps we should more appropriately call it "that uncertain age", when she lacks confidence in herself and is not yet able to cope with the little problems which may confront her. Mary's mother has told her that high school is life on a miniature scale and that if she is successful here she will more than likely succeed when she goes forth into the world.

During her first few weeks at University High School, Mary finds that she is relying to a large extent on the guidance of the counselor and those members of the faculty who are her teachers. As the term pro-

gresses, however, she begins to become acquainted with other students in her classes.

There is just as wide a variety of personalities in our community as there is in any other. We have the intellectual, the social, the serious, the frivolous, the introvert, and the extrovert. It is now up to Mary Jones to decide how she should supplement or complement her own personality by these other types.

It so happens that when Mary entered school she enrolled in the seventh-period physical education class, which is the Girls' Athletic Association.

As you know, it is true that in any form of competition, and particularly in sports, all pretense is forgotten, and the unveiling of a person's true character takes place. The fact that there is actually something at stake, a prize to be won, a reputation to be upheld, is the cause for this revelation of character. Mary, in watching her teammates, was disillusioned to learn that the pretty girl whom she had previously envied and admired at a school party burst into fits of temper when she could not have her own way; or again Mary was pleased with another girl who lost gracefully when the referee failed to see a foul.

Mary was ready to make a wise selection of friends because she knew which girls were willing to cooperate and to obey orders, which ones knew how to win or lose gracefully. Mary has had a fine advantage in seeing the deep-rooted and not the superficial characteristics of her associates. By the end of the term she is well established as far as friendships are concerned.

Mary is particularly impressed by the

EDITOR'S NOTE: *The young author gave this talk as a member of the February 1939 graduating class of the University High School, West Los Angeles, California. It was sent by Walter Nourse, her vice-principal, who is an associate editor of THE CLEARING HOUSE. He writes, "We publish many articles about successful procedures. Readers might also be interested in the results of successful procedures, as indicated by this girl's talk."*

freedom of the students to visit and chat together between classes. There are seven minutes between each period, and usually a student has plenty of time to talk to his friends before continuing to his next class. Mary realizes that these conversations are comparable to her mother's daily over-the-fence chat with her next-door neighbor.

Of course, in the classroom as well, Mary and her new friend Jane have been allowed to discuss problems which are related to studies. Aside from these friendly discussions, the various classes provide activities and opportunities to mingle.

This at first surprised Mary, for she had previously thought that as she advanced through high school the procedure of learning would become increasingly dogmatic. Instead she finds it, to a large degree, to be a matter of initiative and desire to learn.

Mary's friend Jane, who is a member of the Senior B class, has just been elected into the Mawanda Club, an organization of honor and service for girls, comparable to the Kiwanis, Lions, Rotary, or Women's Clubs in the average community.

Jane has explained to Mary that if a student builds up an outstanding record of leadership and service he or she is eligible for membership in one of two clubs: a boy joins the Knights and a girl joins the Mawandas. The members of these two clubs are always ready to accept any responsibility or duty laid upon them.

Since Mary is only in the tenth grade she cannot yet become a Mawanda, but she does join the Tri-Y club which is affiliated with the Y.W.C.A. just as the Hi-Y club for boys is affiliated with Y.M.C.A.

The Tri-Y groups sponsor many fine activities, largely welfare work, and these groups are among the better character-building organizations in our community. Mary finds, upon joining, that the purpose of the club is to promote wholesome living, and in this group she meets many girls.

When Mary first entered our small city, she managed to avoid people whom she did

not like, but as time went on she began to realize that, try as she would, she must come in contact with these few at various times. Gradually she learned to face this problem, and found that she could adapt herself to many individuals as well as to her intimate companions. Just as you may have found it necessary to overcome difficulties in getting along with certain persons in business or in your home, so has Mary had to make this adjustment.

In the middle of the eleventh year, Mary suddenly finds herself being invited to this and that dance. Howard asks her to go to the Military Ball, John wishes to escort her to the class party, and Jim wants to take her to the commissioners' dance. These are just a few of the social functions to which we eagerly look forward each term.

Mary goes to these affairs, and, with each dance or party her confidence and social grace grow, for it is here that she learns to be a responsive guest. In her senior year, Mary has cause to realize that while some of the boys and girls are merely anticipating an evening of enjoyment and entertainment, there are many others, behind the scenes, who are planning, organizing, and managing these affairs.

She is placed on the entertainment committee for the Senior Prom. This group works with the music, program, refreshments, decorations, and other committees, and this coördination is assurance of a well-planned and successful affair.

It is here that Mary learns to become a gracious hostess, concerned about the pleasure of others. So by actually entering into the social life of our small community, Mary is acquiring the requisites for social acceptability in later life.

Is Mary Jones graduating tonight? Yes, some 150 Mary Joneses and John Smiths are on this platform now. Every one of us has been offered the opportunity to become an ideal social citizen, and because we have received training, we shall meet well our social responsibilities in the future.

THE EDUCATIONAL WHIRL

A department of satire and sharp comment

Contributors: HELEN HALTER, GRACE LAWRENCE, SAMUEL WALKER, DOUGLAS S. WARD, FREDERICK GORDON LYLE, EFFA E. PRESTON, C. F. MCCORMICK, JOSEPH BURTON VASCHÉ, NORA McCaffrey LAW, and ROBERT B. NIXON

Pupil discussing her last school: "I never could get very far there because my mother didn't have time to go to the PTA."

H. H.

A Teacher's Week

When a child says "I've had the happiest time in history this year", or a little girl puts a bouquet of flowers on my desk with the note "I hope this makes you feel better", my heart leaps up.

When I write a business letter to a professional superior and receive no answer; when a raise based on political pull is given; when I am sent on a new venture without a charter—is it my heart that leaps?

G. L.

Pollyanna Rides Again

Despite the multitude of facts proving our ability to utilize technological advances to provide an abundance of economic goods, a fellow pedagogue advocates that a primary aim of our educational system should be to teach youth to be more satisfied with what they now have.

He says they should take what they get and like it.

S. W.

Public Servants?

Teachers are at last gaining partial use of their atrophied political voice. In many a bitter political fight their united power is being felt.

EDITOR'S NOTE: Among the contributors to this department are superintendents, high-school principals, and teachers. The educators whose writings appear here almost invariably have a serious point to make, but have chosen satire and humor as more effective methods of making that point. The editors of THE CLEARING HOUSE do not necessarily endorse the points of view expressed here.

But even a whisper from "the school bloc" arouses a hurricane of indignation from the general public. Americans do not believe that teachers are citizens.

In the eyes of the public, teachers belong to an inferior caste. They have no right, therefore, to behave like other citizens in the eternal battles of the legislatures.

D. S. W.

Advice to Principals

Part III

Advise civics and history teachers to remove all the books on the U. S. Mails from the library before they attempt to tell their students how efficiently the mail service was operated under private ownership and what a horrible example of public ownership the postal service now is. Some dirty little Red will check up on the matter if you don't take precautions.

The business men of your community do not take very kindly to consumers' coöperatives. Since the *Journal of the NEA* published those articles on coöps, some fool teachers have been telling their students about them. Protect yourself by warning teachers against using this subversive propaganda.

Suspect credit union members of anything. They have been known to show pupils a comparison between the interest rates of loan companies and the rates of credit unions.

F. G. L.

A friend on the board is worth two on the faculty.

E. E. P.

What! No "Frame of Reference"?

Any student taking any course in education in any up-to-date school of pedagogy can successfully pass her exams by learning six expressions and using them as answers.

Some may be more suited to certain questions than others, but not sufficiently so to make any difference to the instructor, and a good score is guaranteed.

Of course there are a lot of standard expressions that could be used, but we have always found the following brought gratifying results: Permeability of personality; maintenance of integration; etiology of diagnosis; implications of individualist philosophy on curricular changes; techniques in the training of effective behavior; democracy and a changing cosmos.

If you don't believe us, try 'em in your next exam.
E. E. P.

Bring Some Anyway!

Notice on Teachers' Bulletin Board:

"There will be visitors at the council meeting today. Please have your representatives there on time with some business to bring up."
H. H.

Educational Daffynitions

1. *Inter-school athletics*: The process of the under-exercised many cheering the over-exercised few.
2. *Democracy in E.C.A.*: The students under mental duress voting the teacher's convictions.
3. *Valedictorian*: The victory of one student over his indifferently accomplished fellows.
4. *Valedictory*: The solution to the world's major problems.
5. *The traditional commencement*: The dispensing of bromidic aphorisms to anesthetize the tax-paying public.
C. F. McC.

Rogue's Gallery

1. The pupil who chatters while directions are being given—and then asks for special explanations.
2. Girls who go through the halls yelling like cannibals on the scent of a missionary.
3. The teeth-straightening boys and girls who make sure all dental work *must* be done during school hours. (Do all dentists stop work at 3 p.m.?)
4. The tightwads who always chew plenty of gum or candy—yet when we collect money for a worthy cause say they are "dead broke".
5. Pupils who always wait until they are to do something important in class—and then ask to go to the boys' or girls' room.
6. Pupils who yell for student government, yet react to requests for coöperation in uncovering culprits like gangsters on a witness stand. They "don't know nothin'."

7. Pupils who keep garbage-can notebooks, in which you'll find everything but the kitchen sink.

8. The "promise expert" who volunteers to do everything suggested by the teacher, and seldom delivers anything but excuses.
R. B. N.

Technical Foul

In one high school every male teaching applicant is taken out to the gymnasium and a basketball is placed in his hand. If he sinks nine free shots out of his first ten tosses he is given superior rating and is an odds-on favorite to become a member of the faculty basketball squad—and to do a little teaching on the side.
J. B. V.

We think a recent statement that educators never say anything of value is a grave mistake. Nobody could talk as much as they do and not be right sometimes.
E. E. P.

Faculty Meeting

The inspiration is relayed from the board of education through the "main" office. Finally it filters, cold and stale, through the principal to the faculty.

The time is four p.m. The room is filled with thirty-odd teachers. The principal rambles on. Announcements? Yes, plenty of them. Criticisms? Yea, verily! Praise? Oh, yes, some of that too. Not in general, however. One or two are singled out for the Skipper's special blessing. Why? Not even the "blessed are they's" know why.

And then the Skipper begins to read. Heaven knows what! The faculty doesn't. Perhaps a paper on arithmetic. The paper is about as exciting as Ferdinand the Bull, smelling the flowers under his cork tree. It is lengthy. So are the sighs. The faculty begins to shiver. It is winter. The heat is always turned off at four p.m. according to the dates on the calendar. Even the groundhog can't change that ruling. The paper cannot be turned off for several pages.

If the Skipper could but see an X-ray picture of the thoughts of his faculty by five p.m.! Would he observe the rosy hues of ideas, encouragement, or heartening of spirit for the next day's work? Ask the faculty!
N. McC. L.

Some schools have elaborate systems but no efficiency to run 'em with.
E. E. P.

"DROP-OUTS"

By
HARRY H. RICHMAN

Elizabeth, N.J., school system's plan has reduced delinquency almost 50%

IF YOU are a teacher, principal, superintendent, or a member of the Board of Education, in the average industrial city, you are probably wrestling with the problem of "drop-outs". Although this has always been an evil it has increased to so great an extent during these depression years that it has become a major and a harassing social problem in most cities.

By "drop-outs" most educators mean those boys and girls in the elementary, junior, and senior high schools who arrive at the age of 16 and quit school. If conditions prevail in other cities that surveys have proved here, you will find that a relatively small portion of these are absorbed by industry and that a major portion are left "on the streets", are prone to get into delinquency difficulties, develop bad habits of citizenship and thinking, and become candidates for future community relief agencies of all types.

Why do these boys and girls leave school? There are probably hundreds of reasons, varying with the many individuals, but

examination of large numbers over a period of several years points out certain similarities in many of these.

Most of these drop-outs, for instance, show failures in two or more subjects. Many of them show home conditions ranging from abject poverty to broken families, with the resultant lack of one parent. In many cases there is a deficiency in health, eyesight, hearing, reading ability or comprehension, or there are low I.Q.'s.

The usual high-school curriculums make little or no allowance for these subnormals, either in special subject matter, equipment, or types of teachers. To these unhappy and often unwanted boys and girls, frequently in hot water with teachers and principals, the lure of open streets with their absence of homework, tongue-lashings, detention, and uninspiring subject matter, is a tremendous pull. Of course, their usual intention is to find work, but since most industries today won't hire any one under eighteen years of age, there is little choice but the streets.

Here we see the recruits for gas station hold-ups, petty larceny, moral and other delinquencies. Those who stay honest often find their morale and belief in our country shattered by several years of unemployment.

What can we do about it? It is an urgent and vital problem and must be met. I believe that it can be solved by a three-way program of education which will salvage most of these drop-outs.

First, we must adjust our curriculums in every junior and senior high school so that they include a course of study in addition

EDITOR'S NOTE: *The problem of "drop-outs" grows increasingly acute during such an era of unemployment as the present. This problem is being met, with a success reported as exceptional, by the public schools of Elizabeth, New Jersey, where the program now embraces most of the points made in this article by Mr. Richman. The author is guidance counselor of the Lafayette Junior High School, and is also principal of the Washington Evening School, of that city.*

to, and on an entirely different level from those already in existence in most cities—college preparatory, commercial, and practical arts courses.

• This new course must emphasize more shop and craft work, more "learning-by-doing", and considerably less academic work. It must be on a lower intellectual level, developing skills, hobbies, and interests, and at the same time must use *only* the best and strongest teachers in the system.

In order to make this course at all workable, the entire teacher body must be educated away from the old ideas of classical, college-preparatory style teaching and marking, and learn that we are teaching children, not subjects.

Second, there must be a tremendous expansion in the guidance department of the city's educational set-up.

There should be, as a minimum, at least one man and one woman counselor for every 400 boys and girls in the school. These counselors should be adequately equipped with satisfactory offices, filing cases, testing materials, and instruments to check reading, hearing and seeing. Besides organizing a program of vocational and ethical guidance to be administered by the faculties in their schools, they will be constantly busy with the many cases of maladjustments, subject failures, discipline cases, etc.

Let us see just how they will function. A careful watch, through both the school records and teacher reports, will be kept for students who fail at least two subjects. These pupils will be consulted, tested as to reading, arithmetic, mechanical aptitudes, personality adjustments and intelligence.

When physical disabilities are discovered, the Medical department will be called in and hearing or visual aids may be given to these students.

By talks and home visits, family and social difficulties might be discovered to be at the root of a child's troubles. Broken family background might suggest a need

in school for more sympathetic or more disciplinary treatment. A child with low mental ability and high mechanical aptitude might need a change of course. If found soon enough, and if treatment is started soon enough, many of our potential drop-outs would stay in school and love it.

The cases of discipline should go to the guidance counselor, not the principal, who cannot and should not be forced to handle them. Take an average case.

Billy is hauled down to the principal's office by an irate teacher. It appears that he "sassed" Mr. Smith in front of the whole class, and Mr. Smith won't stand for it. "Either Billy or I have to go—there isn't room for both in the same classroom," roars Mr. Smith.

The principal has had quite a day up to this point. Like many principals, he has been going at top speed. There have been matters of the operetta, cafeteria regulations, several parents, supervisors, board members, the school magazine, book orders for the library, the Parent-Teacher meeting, not to mention a hectic session with the attendance officer over Johnny Jones' truancies. He is tired, but he has to make judgment in Billy's case.

If he is lenient he has on his hands a resentful teacher. If he jumps on Billy, he will probably aggravate the case and end with the parents in his office next day. Yet against his will he must make a snap judgment. He cannot on such short notice discover that Billy has not had any breakfast or lunch.

These cases need time, and study, and yet hundreds of times each term, principals must go through this type of harrowing experience. Even the best, most skillful and most human principal must make many, many mistakes and build up trouble and drop-out lists.

Every city school system should have in its employ a trained psychologist who may assist in solving the more difficult of the discipline and maladjustment cases.

There is one word of caution concerning this guidance expansion that should be given. If a superintendent goes through his files, discovers which of his teachers took courses in guidance, and then assigns them to key counseling posts, the whole program will probably fail.

The superintendent must pick from his personnel the most human, most interested, most personable and most intelligent people, *even if they have had no guidance training whatsoever.*

They must be relieved of all teaching, and must concentrate on guidance. They must then be given a sufficient salary increase so that they can and will go to the best schools possible and get the finest advice and training possible. Any superintendent knows and can name such teachers. Then he will probably get results.

Last and equally important is the necessity of selling this program to the local board of education and to the community.

Everybody today is budget-conscious; costs and taxes are the watchwords, and this program of education will cost money. Releasing a number of teachers from classrooms, equipping offices, and hiring a trained psychologist will cost some money. It will be difficult but possible, however, to sell this program on its own merits.

There will not only be the economy to the police department, juvenile court, probation agency, courts, jails, etc., but what is more important, the schools will be doing the job that they must do in saving our boys and girls.

In the Elizabeth, New Jersey, system Sup-

erintendent Ira T. Chapman has already inaugurated this program to a large degree, with notable results.

The guidance department in each of the two senior high schools and the four junior high schools has been expanded so that there are two or more counselors in each school. These guidance workers, under the capable supervision of Ralph P. Gallagher, have developed a very improved program of vocational, educational and ethical guidance.

They have conducted surveys through home visits to all drop-outs. They have investigated numerous cases of maladjusted students and have accomplished many successful adjustments. A full time psychologist, Merrill Hollinshead, has been busy with many of the extreme cases.

The health department records have been made very much more accessible, and there is decidedly better coöperation between this department and the guidance department and the classroom teachers.

The program has made deep inroads into the problem of decreasing the number of drop-outs and the resultant reprehensible social problems. Of course there is still much to be done in providing office facilities and appliances, as well as more time for guidance workers. But the program has already proved its social value.

Judge Waldman of the Juvenile Court in Union County, has stated publicly that the work of the psychologist and of the guidance department has reduced delinquency almost 50 per cent in the last two years.



Penny Thoughts in \$10 Words

At a general session of the Cleveland Convention a speaker began to discuss *implemented democracy*. Blood rushed to the editorial brain; there was a heavy white coating on the fountain pen; and the patient betrayed an insatiable longing to fondle a Webster's Unabridged. Further exposure to *institutional employees*, when the speaker clearly

meant teachers, and to *functional integration*, when the speaker had no idea what he meant, brought out a rash of four letter words on the tongue. The patient was carried out muttering something about *emotionalized attitudes*.—EDITORIAL in *New Jersey Educational Review*. (No wonder teachers need three-month vacations.)

Practical Experience

Before GRADUATION

By L. A. BARRETT

HIGH SCHOOL graduates who have had the experience of looking for jobs, only to be met with the inevitable query "What experience have you had?", will be interested in an experiment being conducted for the third year in the Salida High School. The plan has made it possible for many graduates to get employment upon graduation.

The Salida plan is as follows: About the middle of the senior year, all twelfth-year students who do not plan to go to college but who are interested in employment on graduation are called together for a discussion with a faculty member. Usually about a third of the class responds.

After a discussion of the purposes of the plan, students are asked to write out on slips of paper the field or fields of work

which they would like to enter, giving if possible, the specific shops in which they feel they would like to work. These slips are collected and the teacher then sorts them over. Later he discusses the aptitudes and abilities of the group individually with the teachers who have had the opportunity to observe the students' work.

The teacher then interviews business men in lines of work indicated by the preferences of the students. For instance, if a pupil says he would like to learn the butcher business, the teacher makes a contact with one of the butcher shops in the city to see whether the proprietor will train a boy for half a year so he will have had experience on graduation.

The shops and stores in the city agree not to replace any of their employees with the student workers, and they further agree not to pay any wages to the learner.

When places are found where the seniors can work, they are ready to start the program with the opening of the second semester. At that time the twelfth-grade group drop their afternoon classes. They go to school as usual during the morning. After luncheon the group meet at school in a class, and at that time they take up such matters as salesmanship, elementary psychology, employer-employee relationships and the like.

At 2 o'clock each afternoon the members leave school for their various shops and stores and work till 5 o'clock daily for eighteen weeks.

The boy who goes to the butcher shop learns the elements of the business: how to clean off the block, how to sharpen tools,

EDITOR'S NOTE: *Thousands of high-school graduates lack nothing but experience. Yet when they seek jobs, that is all too often their stumbling block. The author, who is principal of the Salida, Colorado, High School, here explains his school's arrangement with local business concerns for obtaining experience for seniors while they are still in school. There are hazards and imperfections to every such plan. In this case they have been avoided as much as possible. There is a question of the desirability of having these young people work without wages. Mr. Barrett would be the first to admit that this is not the best possible situation. It was a compromise upon which the success of the plan apparently hinged.*

how to prepare and clean the counter and icebox, how to display meats. He begins to learn how to cut meat. It may be several weeks before he "meets the trade", but in the meantime he is learning at no expense to the employer.

In like manner, a girl who desires to learn the ready-to-wear business may spend her first days learning to open boxes of merchandise, learning to press dresses, learning how to mark them, how to sort them on racks, etc.

At the end of eighteen weeks these young folk have had considerable practical experience. In many cases these students have become so indispensable that their employers have put them on the pay roll after graduation.

Employers like the plan, too, since they say they hesitate to pay wages to beginners. However, when they can have student workers without cost for eighteen weeks they are

more than willing to aid in the teaching process in exchange for the services the students may render.

During the years the experiment has been tried in Salida, it has been found that the natural turnover in employment here is so much greater than the number of workers trained by this method that there are ample opportunities for employment for the graduate.

One of the many advantages that have been pointed out is the opportunity it offers the student to enter the line of work he prefers at once. He does not have to drift aimlessly about until finally, in desperation, he takes the first opening that shows up whether or not he is fitted for the type of work.

The Salida experiment is under the supervision of the Colorado State Board of Vocational Education and the plan is now receiving wide recognition.

Self-Rating Experiment

By LAURA E. THOMSON

THE STUDENTS in the eighth-grade social science classes at the North Side Junior High School recently spent a class period in planning their own reports of school progress to parents.

Reporting procedure in this school consists of written diagnostic comments by teachers, made on one of three forms of



EDITOR'S NOTE: *The author teaches social studies in the North Side Junior High School, Boulder, Colorado. Douglas S. Ward, principal, writes, "The particulars whereby these results were brought about fall into the realm of the art of teaching, and defy translation into words. But the self-rating plan is a partial key to the situation."*

report cards, one marked superior, another acceptable, the third unsatisfactory. Students in the classes just named discussed the bases upon which comments should be made, and the purpose of the cards, and three groups finally decided to comment on their own cards.

These pupils were given cards that were selected for them by their classmates, teachers, or themselves. The method of selection to be used was left up to the individual. No complaints were heard. It was a serious business with them.

Previously, the teacher had rated these pupils. On this occasion only one student rated himself higher than had the teacher. On each card the teacher also made a brief comment. This was especially necessary in cases where students were too severe in

their own self-rating. On the cards of two groups, only the teacher wrote comments.

These cards carry space for parents' comments. With the 161 students whose cards bore both the pupil's and the teacher's comments, the percentage of parent reaction was seventy-five, while on the 61 cards where only teacher's remarks were made, only 31 per cent of the parents replied. This last figure represents the proportion of parents who usually reply. The increase for self-rated cards took place in spite of the fact that no unusual reference was made by the teacher to parents' comments, or to the desirability of their making such comments.

The response in heightened interest was so great that the group decided to extend the experiment. Since the reports were sent

out, these pupils have been keeping individual records of their daily work in graphic form. Extra projects, outside-of-class achievements, exhibits, and any outstanding work are given credit. These students have gained a new insight into one of the school's chief tasks, the evaluation of students' work. In addition, they are discovering, daily, that one's own achievement is the very center of the reason for going to school.

These groups of normal children have lost much of the desire to surpass their neighbors. Competition with others is nowhere evident. The desire to surpass the other fellow is generally accepted as a fundamental reality in school life. The performance of these students belies this popular misconception.

All of Our Junior High Pupils Study Parliamentary Law

By DRAYTON E. MARSH

IN THE Prosser Junior High School today, the need for student understanding and use of parliamentary practice, and the demand for more active and vital participation on the part of the student in activities, are greater than they ever were before.

In our junior high there are nine teachers to direct our nineteen different activities, most of which are scheduled twice a week.



EDITOR'S NOTE: *The author is principal of the Prosser, Washington, Junior High School. Chester C. Frisbie, superintendent of schools of Prosser, writes, "We are beginning to feel here in Prosser that parliamentary procedure is a much neglected tool which should be taught and practiced thoroughly in a modern, progressive school in order to carry on effectively."*

We have six homerooms, and during the third, or activity period, nearly all of the teachers are out of their homerooms and working with some activity group. (We call them clubs.) This means that our form of student government *must* work, for not every student is in an activity every day and those students who remain in the homeroom must govern themselves.

The problem is complicated further by the fact that every year the entering seventh-grade students find it difficult to adjust themselves to this new freedom and to conduct business-like homeroom meetings and enter into club and student council discussions. They want to get up and express themselves in these meetings but won't do it because they don't know how.

Five years ago I introduced a two-week study of simple parliamentary law into the

two ninth-grade English classes, from which most of the club officers are chosen.

Each student was given a mimeographed copy of a parliamentarian's handbook, simplified for student situations. Parliamentary terms were studied, discussed, and tried out in short practice meetings. A different set of officers took charge of each meeting, and as the class progressed in its study, other pupils were selected to present motions, amendments, etc.

At the end of the two weeks' study the classes were organized into speech clubs and for the remainder of the year met twice a month to discuss any questions that concerned them or present any programs in which they were interested. New sets of officers were elected every six weeks.

The results of teaching parliamentary law to ninth-grade students have been so satisfactory that this year it is being introduced into every seventh, eighth, and ninth grade class. The seventh-grade students, who use parliamentary rules a little simpler than those studied in the ninth grade, have profited from the study so well that some who at first never expressed themselves in class now want an opportunity to talk in every meeting.

The teachers who introduced parliamentary law to their classes for the first time this year admit that they knew very little about it. They report that this study has

helped them to get away from the habit of talking to the class all the time, and has enabled them to draw more spontaneous, logical, and vitalized responses from the students.

My summary of the results of the study follows:

First, as an administrative device, the study fits right in with our activity program. It helps to make our form of student government work, for every student is not in an activity every day, and those who remain in the homerooms must govern themselves during the teacher's absence.

Second, parliamentary law study develops in the student the ability to maintain student control and to have a sense of orderliness, within his group or his club.

Third, each student's personal development receives more attention. The study of parliamentary law lends itself well to the development of a good English class activity, and fits in with the speech work which is a part of the English curriculum. The pupil's speech development comes more naturally. He gains confidence, takes part in discussions, becomes more of a leader and an independent thinker, and adjusts himself better to his environment.

This point does not need to be mentioned, but the study of parliamentary law is also lots of fun for both teacher and students.

Let's Have a Democratic Picnic

By C. F. McCORMICK

NOW THAT the sun is coming north again and the days are growing warmer and longer there arises the perennial question



EDITOR'S NOTE: *The author is principal of the Jarrett Junior High School, Springfield, Missouri.*

as to whether to have a picnic. Hundreds of schools have them each spring. A tremendous amount of effort and no small amount of time go into them. But it would be reasonably safe to say that very few school authorities look upon them as opportunities for an educational experience.

What is the case for school or class pic-

nics? Are they educational, are they held because it "has been done", or because the school children expect or demand it?

In Jarrett Junior High School, each class goes picnicking one afternoon in May. Obviously there will be little educational value to a picnic where the teachers, or worse yet the principal, decide on the place, prepare the menu, arrange transportation, hand down the rules for conduct, and otherwise organize and carry out the pupils' picnic.

In Jarrett, homeroom pupil committees handle these arrangements, and in addition each homeroom makes a list of safety rules from which a Student Council committee makes a master list. Our experience has

been that pupils are much more willing to abide by the rules if they have helped will them into existence.

The home economics class in foods works out suggestions for picnic menus, which the students follow in preparing their own lunches.

In all these discussions, especially in the preparation of the safety rules, there are many differences of opinion which have to be settled by the group process. Because of students' keen interest in picnics there is little likelihood that discussions of this sort will end with a lack of the harmony and satisfaction which are so imperative for adequate social functioning.



Science Teachers: Most Pupils Are Superstitious

First and foremost, fighting superstitions is not a hobby, something to be carried along as a side line of daily science teaching. It is science teaching in its truest sense.

We cannot get away from the fact that a superstitious attitude on the part of an individual indicates lack of ability to sense true cause and effect relationships, and is therefore the exact opposite of a scientific attitude. Scientific attitudes necessitate unbiased, clear thinking, an open mind, a willingness to withhold judgment until all possible evidence has been considered, criticized and weighed as to its reliability and relationship to other elements of the problem.

Are these items not a part of our goal in teaching science?

The superstitious in themselves may not be important but the type of thinking they are indicative of is important and warrants any amount of time spent in correcting it. . . .

The present study was made with a . . . 100 item superstition test. In this group of 1,143 ninth grade pupils, drawn from nine different intermediate schools of Detroit, there are only 53 individuals who claim to believe none of the 100 superstitions on the test. The other 1,091 scores ranged from 1 to 91, the mean for the entire group being 20.6—ROSALIND M. ZAPP in *School Science and Mathematics*.

High Schools Can Serve Unemployed Graduates

After a careful study beginning October 1, 1935, and extending over a period of two years, the American Youth Commission of the American Council on Education reports that at the present time there are between four and five million youths in the United States, between the ages of sixteen and twenty-five, who are out of school and unemployed. This represents approximately one-third of all of the youth within this age-group. Prorating this figure on the basis of population means that Pennsylvania alone has roughly 450,000 youth, sixteen to twenty-five, unemployed and not in school.

From every source comes reliable evidence that there has been, during the past two decades, and is developing within the Commonwealth of Pennsylvania, and within the United States, a youth prob-

lem of serious proportions. The need for some type of formal or informal adult educational or recreational activity for this army of unemployed youth constitutes a challenge to the social vision and resourcefulness of public school officials throughout the Commonwealth.

Some means should be found of employing university extension instruction, evening schools, library service, and a wider use of our school buildings in community recreation programs, in order to provide at least a wholesome leisure occupation for the thousands of girls and boys of Pennsylvania who are not now attending school and cannot secure employment.—LESTER K. ADE, Superintendent of Public Instruction of Pennsylvania, in *Pennsylvania Program of Extension Education*, 1938, Bulletin 292.

SCHOOL NEWS DIGEST

Edited by ORLIE M. CLEM

The Chicago Teachers Union claims to have made history when it signed a contract with the Civic Medical Center recently. According to the contract the Chicago Teachers Union (which has more than 8,000 members) came under the Civic Medical Center Group Health Security Plan; and from now on Union members desiring to do so may affiliate with the Civic Medical Center and acquire adequate medical, surgical, and preventive care at the rate of \$30 per year per family and \$18 per year for a single person. This reasonable relationship provided diagnosis and treatment in all departments, major and minor surgery, delivery, and periodic physical examinations. The agreement is termed a unique document. It establishes a contractual relationship between a medical producers' cooperative and a large lay organization, and insures mutual control and supervision. This advanced step is watched by similar groups in the nation, for example, the Group Health Association in Washington, members of the Social Security Board, and organized labor.

That lead chromate (a source of lead poisoning) had been found in yellow, orange, and green chalk used in classrooms in Ontario was announced some time ago in *Consumers Union Reports*. (Colored chalks are claimed to have visual superiority over white.) Further facts and a warning to school people appear in the April, 1939 issue of *Consumers Union Reports*: B. H. A., of Madison, Wis., writes in that issue that he submitted samples of colored chalks from four different companies to the Wisconsin State Board of Health for analysis. The Board's findings, published in *Wisconsin State Journal*, were: lead content ranging from 1.5 per cent to 12 per cent in yellow crayons, and as much as 5.9 milli-

grams of lead particles per 10 cubic centimeters of air in classrooms examined. The U. S. Public Health Service, according to the *Journal*, has set 1.5 milligrams of lead per 10 cubic centimeters as the maximum lead concentration permissible. Use of yellow chalk in Milwaukee and Madison schools has been ordered discontinued pending further study.

Color in school busses is another matter! A standard yellow (in 6 shades) for school busses in all 48 states was agreed upon at the national Conference on School Bus Standards, held at Teachers College, Columbia University, the week ending April 17. Important decisions: standardization of body sizes (6) for economy; an all-steel safety-glass construction standard, and the yellow color standard, for greater safety. Adoption of these standards by every state will cut the cost of production, reduce injuries in crashes, afford motorists a nationwide signal to go slow when they see a yellow bus.

Ignorance on elementary sex facts is producing an alarming number of illegitimate births and a vast amount of social disease among girls of school age throughout the United States, according to Ellsworth B. Buck, vice-president of the Board of Education of New York City, and one of the country's leading advocates of sex education in the public schools. In an article in the May issue of *The American Mercury*, he declares that "the dank ignorance must be dispelled—the problem is too real for temporizing." Of 1347 illegitimate births during one year in New York City, Mr. Buck shows, 7 per cent, or one in every fourteen, were born to girls of 16 years or less—two to little girls of

(Continued on page 576)

➤ EDITORIAL ➤

Salute to Newton, Mass. for Liberalism

ALL HONOR to the School Committee of Newton, Massachusetts, and presumably to its administrative officers, who opened the auditoriums of the high school recently for a forum debate by Earl Browder, Lawrence Dennis, and former Governor Ely. Communist, fascist, and liberal—all able, sincere, and deeply convinced, all democrats of culture and erudition—expounded their own, and criticized and challenged the beliefs and the programs of their fellow speakers.

Colleges and high schools have admitted speakers of unorthodox conviction to their halls, one at a time—though not nearly as frequently as it might be wished. The Town Hall of the Air and other radio forums regularly bring together men and women of widely varying views for public discussion. Occasionally public forums somewhat timidly permit open debates on controversial questions.

It may be that other public high schools have put to the test the sincerity of faith and belief in democracy as boldly as Newton; if so it has escaped our attention. If it has happened elsewhere, we shall be delighted to give it prominent notice in *THE CLEARING HOUSE*.

In the midst of emotional name-calling by essentially ignorant men, elective officers must be severely tempted to avoid all contact with ideas, transmogrifications of which so inflame the hearts of unthinking multitudes. Men of liberal convictions, nevertheless, cannot possibly accede to, much less condone, such cowardice. For democratic liberalism believes that the test of truth is

its power to get itself accepted in the market place.

A courteous and intellectually frank presentation of platforms and programs in the juxtaposition of a forum debate may seldom change the beliefs of the protagonists, but it is almost certain to convince honest listeners that even radical convictions may have considerable measures of justification and that men of intellectual competence and of good will and patriotism may hold them. Democracy as a way of life tolerates and approves heterogeneity of belief. It provides opportunity for all creeds and faiths and systems to be understood sympathetically and evaluated by as many persons as can be encouraged to listen to their representatives.

That many communities are too undemocratic to permit their schools and churches to be used for educational purposes in the realm of controversial ideas is of course true. In such communities, school boards and school officers may be quite unable very rapidly to enlighten or to persuade school patrons that ideas are not dangerous if they are openly explained and defended.

But every person who accepts a position of responsibility in connection with an institution which is established to promote the stability and orderly progress of a democratic society has no alternative. He must advocate, as vigorously and persistently as effectiveness permits, the uses of all institutional resources for liberalism—for open exposition and critical examination of ideas both orthodox and non-orthodox. P.W.L.C.

Negligence of a Pupil

By DANIEL R. HODGDON, PH.D., J.D., LL.D.

A legal doctrine which is hundreds of years old is usually applied to negligence in school matters, where the negligence of one pupil causes injury to another. This is called "the doctrine of approximate cause".

In simple language, the doctrine may be stated as follows: Where the alleged negligent act of a teacher is separated from an injury actually caused by a pupil, there can be no recovery in an action against the teacher.

The courts have generally held to this doctrine, so that if children were hurt in and near school by other children, although the teacher was negligent in performing some duty which contributed indirectly to the injury, the teacher could not be held liable for damages. The Burger Case in New York is an exception to this rule and is a departure from a well-established principle, but this case is being appealed.

A recent case which has been in the courts for several years in New Jersey follows the doctrine of the law followed in general by the courts for hundreds of years.

A child in a school printing shop, while cleaning a press at the request of the teacher, caught his finger and crushed it in the gears of the press. Action was brought against the teacher to recover for this injury on the theory that the teacher was negligent in assigning a pupil to work on such a dangerous machine.

The accident occurred on January 29, 1934, when the pupil was eleven years old and attending a public school conducted under the supervision and control of the Board of Education of the City of Newark. The defendant was an instructor of mechanical arts in the school, and the plaintiff was in his class at the time of the accident in question.

The injured pupil was the only witness who testified concerning the manner of the happening of the accident, and from his testimony it appears that he had finished the project on which he had been working and on Friday, January 26, he and two other boys were assigned to the task of cleaning the printing press. On Monday, January 29, 1934, they were again engaged in this work, the plaintiff using emery cloth to clean rust and dirt from certain metal gears.

One of the other boys was on the side of the press opposite to that on which the plaintiff was working, and he turned a fly wheel, causing the gears on which the plaintiff was working to turn at a time when his finger was in the cogs. The third finger of his right hand was so injured that amputation of the third phalanx became necessary.

On cross-examination, the injured pupil was asked whether he knew that if the fly wheel were moved the gears would mesh, and he said that he did. He further said that he had seen this done, and that he knew from what he had seen of the machine the previous Friday that if the fly wheel were turned the gears would engage, and he knew that if the gears meshed and his fingers were between the gears there was likelihood of injury.

As to the failure of the teacher to give instructions concerning the danger to be incurred, the pupil himself testified that he knew the gears would turn if the fly wheel were turned and knew of the danger to him in such event. "What more the teacher could or should have imparted by way of instruction does not appear, and we fail to see any evidence of negligence on this score," said the court.

"The cases cited and relied upon by the appellants are not pertinent to the situation here presented:

"*In King v. Ford, 1 Stark, 41, 171 Reprint 517*, the use of fireworks was involved, and the holding was that a teacher might be held liable for negligence in not preventing the use of them. *In Smith v. Martin, 2 K.B. 775, 80 L.J.R., N.S., 1256*, the teacher directed a young girl pupil to care for a fire in a stove, by reason of which injury occurred. Obviously this was a task entirely disconnected from the course of study. *In Herman v. Board of Education, 234 N.Y. 196, 137 N.E. 24, 24 A.L.R. 1065*, liability was based upon negligence in permitting a pupil to operate a dangerous instrumentality, namely, an unguarded buzz saw.

"There is nothing in the testimony in the instant case from which it could be found that a motionless printing press was a dangerous instrument per se. It was not connected with any power machinery for operation, but was designed to be operated by hand. It was motionless when the boy was instructed to do the cleaning work and it

was not designed that it would be operated whilst this work was in progress. Obviously, the printing press was installed in the school as part of the course of mechanical training, and there is nothing in the evidence to show that the task to which the plaintiff was assigned was outside the prescribed course of training or was not one of the usual duties performed by pupils in the class.

"The proximate cause of the accident which caused the injury in this case was the act of the boy in setting the wheels in motion by turning the fly wheel. This was an act entirely disconnected from any conduct on the part of the teacher.

"An intervening cause is the act of an independent agency which destroys the causal connection between the negligent act of the defendant and the wrongful injury, the independent act being the immediate cause, in which case damages are not recoverable because the original wrongful act is not the proximate cause."

Davenport v. McClellan; 88 N.J.L. 653, 96 A. 921; *Cuff, Administratrix, v. Newark and New York Railroad Company*, 35 N.J.L. 17, 10 Am. Rep. 205.

"Thus the rule is laid down that: 'Where the alleged negligent act is separate from the injury done by the intervention of third parties, or by the forces of nature, there can be no recovery.' *Smith, Neg. 12, and cases cited.*"

Morril v. Morril, 104 N.J.L. 557, 142 A. 337, 340, 60 A.L.R. 102.

The act of the fellow pupil in setting the gears in motion was such an independent intervening cause as to break the chain of causation between the accident and any conduct on the part of the teacher. It was the proximate cause of the injury.

Taylor v. Kelvin,—N.J.L.—1 A(2d) 433, Sept. 16, 1938. (11 justices affirm judgment, 4 dissent.)

Liability on Playground

A teacher was held negligent in a case where a child sustained injuries while playing on a teeter board on the school ground. The teeter board was moved from its original position and dangerously used in a swing. The teacher supervising the playground, either permitted its removal or failed to observe its removal and prevent it. The court said, "If the teacher knew it, it was negligence to permit it; and, if she did not know it, it was negligence not to have observed it."

Bruenn v. North Yakima School District (1918), 101 Wash. 374, 172 Pac. 569

A court has further held that a board of education when discharging its governmental functions is not liable for the torts of the teachers on the playground of a school. If there is any negligence, it is that of the teachers, and since the doctrine of

respondent superior does not apply to the board of education in the discharge of its governmental functions, no action can be sustained against the board.

If there is any liability, it is that of the teachers. The teachers are the proper parties against whom an action for negligence and damages should be taken.

Katterschinsky v. Board of Education (1925), 215 App. Div. 695, 212 N.Y.S. 424

A teacher is negligent in the supervision of a playground for failure to exercise proper supervision over the playgrounds used in connection with a school.

Rice v. School District (1926) 140 Wash. 189, 248 Pac. 388

If the teacher knows of a dangerous instrumentality and permits a child to use it and injury results, or if, in the exercise of reasonable care, the teacher should have known of the dangerous instrumentality, that teacher is negligent and liable. If the school district is made liable for the torts of the teacher by statute, the district will be liable.

A principal of a school assisted in helping to throw one end of a radio wire over a high power electric wire. The radio wire was run from the schoolhouse to a fir tree across a street beyond the school ground. During the night the swaying of the fir tree in the wind caused the end of the radio wire attached to the school building to break loose from its fastening. The loose end fell to the ground in the school yard.

The next morning a boy who was a pupil in the school entered the yard and started pulling the wire. A teacher saw him and told him to let the wire alone, to prevent the boy from breaking the wire in order that it might be used again. The boy dropped the end of the wire and started to play ball with other children.

During the course of the play he again came near the loose end of the radio wire, stopped playing ball, and again started to pull the wire. The other end of the wire, attached to the fir tree, broke loose and fell on to the high tension electric cable.

The contact caused the radio wire to be heavily charged with electric current and a part of it became wrapped about the boy's body. He was severely shocked and horribly burned by the electricity.

This accident happened before school started in the morning. It was a rule of the school that the teachers take turns and be on duty to supervise the playground each morning. On the morning of the accident, it was the principal's turn to supervise the playground.

The complaint in this case alleged that the radio wire was negligently and carelessly strung and that it was allowed to remain hanging after it had broken loose from the building. The court also noted the further negligence in not having the playground properly supervised.

BOOK REVIEWS

PHILIP W. L. COX, *Review Editor*

The Public Affairs Pamphlets of the Public Affairs Committee, MAXWELL S. STEWART, Editor. Distributed to Secondary Schools and Colleges by Silver Burdett Company, New York. Each pamphlet 32 pages, 10 cents.

Social agencies, governmental and private, provide abundant factual material for American citizens. But it is most difficult for youths and adults to utilize the data. The competition for the attention of the man on the street is too vigorous and complex for more than a modicum to be directed toward contents of thick verbalistic reports or even toward editorials and newspaper summaries which seek to make the findings and conclusions of these agencies available.

The Public Affairs Pamphlets are issued to help remedy this situation; they make available to the lay reader in simple form and with excellent pictorial graphs the findings of research. How valuable they are as curriculum materials for social studies, science, and mathematics classes will be recognized from the partial list of titles which follows:

"How Good Are Our Colleges?" was written by Goodwin Watson on the basis of the famous Ben Wood report to the Carnegie Foundation on secondary and higher education in Pennsylvania. A report on *Technological Trends and National Policy* by the Subcommittee on Technology of the National Resources Committee was used as the basis of "Machines and Tomorrow's World" by William F. Ogburn. "Youth in the World of Today" was prepared by Maxwell S. Stewart in cooperation with the staff of the American Youth Commission of the American Council on Education. In "Readjustments Required for Recovery" Maxwell S. Stewart summarizes a recent study by the Brookings Institution. "Farm Policies Under the New Deal" is also based on a study by the Brookings Institution. Other pamphlets in the series are based on studies by the Southern Regional Committee and by the Committee on Social Security of the Social Science Research Council, by the National Resources Board, by the National Planning Board, and by similar research organizations and groups.

Haensel and Gretel and Lohengrin, adapted by ROBERT LAWRENCE. New York: Silver Burdett and Co., 1939. 60 cents each.

These two delightful little volumes are a most welcome innovation in the field of children's litera-

ture. Each tells the story of a famous opera together with a bit about the composer. The volumes are rich in color and the many illustrations are bound to attract and to please youngsters of all ages.

Themes from the music of the operas are also given in simple transcriptions, and a list of obtainable recordings is appended in each case.

The Metropolitan Opera Guild has authorized these little books, and thus a new and most interesting field for children has been opened.

WILLIAM P. SEARS, JR.

An Introduction to Child Study, Revised (second) Edition, by RUTH STRANG. New York: The Macmillan Company, 1938. xv + 681 pages, \$3.

This volume, an applied psychology of childhood, provides well-organized material of excellent quality for the typical course in child study. The emphasis is on the practical. The whole child is discussed for each age period—his physical, emotional and mental development and the special problems of each age, their causes, and the methods of successfully dealing with those problems. The material is based on pertinent researches in the field, although the facts and principles are expressed in language that can be understood by the "rank and file" of parents and teachers.

The author has drawn upon material from a variety of sources. It is not surprising, therefore, that some sections of the volume are not well unified. There is evidence of thorough familiarity with the literature of the subject. Perhaps the chief excellence of the volume is its helpfulness to parents and teachers, owing to the simplicity of the style and the numerous helpful hints. It is not well adapted for use as a text in child psychology courses or with advanced students, nor was it so intended.

CHARLES E. SKINNER

Selected References in Education: 1938, edited by LEONARD V. KOOS and NEWTON EDWARDS. Chicago: The University of Chicago Press, 1939. 205 pages, 90 cents.

Annually very valuable classified lists of current educational books, reports, and articles are published by the editors of *The School Review* and *The Elementary School Journal*, in the issues of which these reference lists have appeared. Each list has been compiled by a specialist. While the references are not exhaustive and while the prejudices

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of the compilers inevitably finds expression in their choices, the volume should find a place in the working library of every serious student of education.

✓ *The Sociology of Childhood*, by FRANCIS J. BROWN. New York: Prentice-Hall, Inc., 1939. 490 pages.

In much of the vast quantity of exposition and advice regarding the child with which parents, teachers, and innocent by-standers have been deluged, the child has been treated as a biological entity. The emphasis upon individuality has led to a relative neglect of the social character of individuality. It is this distortion, or at least this lack of perspective, that Dr. Brown endeavors to correct in the volume here reviewed. In this attractive and clearly written book he has not only succeeded in his mission, but also has given the reader a positive and propulsive orientation.

Following an introductory chapter, in which the awakening interest in the child is reviewed, the book consists of seven parts: The Social Process; The Child and His Family Group; The Child and His Play Group; The Child and His School; The Child and His Leisure; The Child and the State; and The Child and Religion. In a final chapter

he treats *The Child of Tomorrow*. Valuable appendices list magazines and organizations which should interest teachers, parents, and students in this field.

✓ *Principles of Health Education*, by CLAIR E. TURNER. Boston: D. C. Heath and Company, 1939. 328 pages, \$2.

The author, who is Chairman of the Health Section Secretariat, World Federation of Education Associations, has rewritten and modernized the pioneer edition of this text, in the light of an extensive experimental program carried on in Malden, Massachusetts. His effort is directed primarily to focus the teacher's attention on the health needs of the individual child. This text should be of peculiar interest to teachers who wish to stress the interrelationship of health, science, home economics, and civics in their curriculums.

Agriculture and Farm Life, by H. A. PHILLIPS, E. A. COCKEFAIR, and J. W. GRAHAM. New York: The Macmillan Company, 1939. 484 pages, \$1.48.

This book is more than a text for vocational students, though they doubtless constitute the major audience to whom the authors address themselves.

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To Read and To Act, by CLARENCE STRATTON. New York: McGraw-Hill Book Company, 1938. xi + 411 pages.

To read and to Act is an attractive book. It is a collection of scenes from important classics, designed for reading and acting, and should serve to interest the grade student and at the same time to develop his reading taste and knowledge of good books.

GEORGE CERVENY

American Wings, Modern Aviation for Everyone, by CAPTAIN BURR LEYSON, with a foreword by CAPTAIN EDDIE RICKENBACKER. New York: E. P. Dutton and Company, 1938. 214 pages, \$2.

Here is the informal story of flying in the United States. The interest of American youth in aviation is most remarkable and the present volume adds considerable factual knowledge to what may be solely a romantic, Hollywood-made interest.

The author discusses flying as a career for boys and indicates the various areas in aviation which are open to properly qualified candidates.

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Your Automobile and You, by RAY A. WELDAY. New York: Henry Holt and Company, 1938. 251 pages, 88 cents.

Mr. Weldon, an instructor in automobile driving in the Scott High School of Toledo, dedicates this volume to his wife, whom he terms "an ideal backseat driver". The author states that the hope of abating automobile accidents lies in education. The book, then, is prepared as an aid in the improvement of public driving habits.

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New York: D. C. Heath and Co., 1938.
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Radio in the Classroom, by MARGARET HARRISON. New York: Prentice-Hall, 1937.
275 pages, \$2.50.

This book is required reading for all teachers and principals who are experimenting with radio in the classroom. Its first merit is that it does not deal with notions of mass education by radio, a

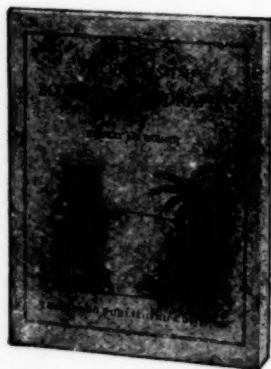
"master teacher" at the microphone instructing ten thousand pupils. Instead, it treats of radio as a *supplementary* tool of education and offers a great many common sense observations and tested suggestions concerning the wise selection and use of equipment, and sources and analyses of broadcast programs. It gives, in essence, the results of an experimental study which Miss Harrison directed over a period of three years in ten representative schools, supplemented by critical analysis of reports from teachers in 120 other schools. In the introduction to this part of the book the author says that the classroom radio serves most effectively in schools that operate on a "unit of classroom instruction" or "activity" plan. "The longer free periods and lack of prescribed conformity to subject-matter classification and time schedules make for a more flexible use of radio".

J. C. D.

Farm Management, by ROBERT R. HUDELSON. New York: The Macmillan Company, 1939. 388 pages, \$1.80.

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tions are drawn chiefly from the corn-belt section of the country; doubtless its value as a text will be greatest in the North Central States.

School and Life (185 pages, \$1.24), *Designs for Personality* (222 pages, \$1.36), and *Beyond High School* (227 pages, \$1.36), by MARGARET E. BENNETT and HAROLD C. HAND. New York: McGraw-Hill Book Company, Inc., 1938.

These three texts have been prepared for use by teachers of group guidance in connection with successive grades of high-school pupils. A teacher's manual accompanies the series.

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Group Guidance in the High School. A Teachers Manual, by MARGARET E. BENNETT and HAROLD C. HAND. New York: McGraw-Hill Book Company, Inc., 1938. 111 pages, \$1.

The authors' text books, *School and Life*, *Designs for Personality*, and *Beyond High School*, all encourage the active participation of students in educating themselves. Such a program of self-education on the part of the pupil requires much skill on the part of the teacher. It is to assist him that the authors have prepared this manual. After an introductory section in which the task of group

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guidance is explained, there follows for each text chapter-by-chapter suggestions for motivation and guidance techniques in connection with student activities. Selected bibliographies are appended to each section and to the booklet as a whole.

✓ *Education for Living in a Democracy: Superintendent's Report on What the Schools Are Doing to Make Democracy Work Better.* Vol. I. Springfield, Mo.; The Board of Education, 1938. 56 pages.

This beautifully printed and illustrated report, addressed to the citizens of Springfield, explains "the school's responsibility for and contribution to preserving and making democracy work better." The text is divided into five major sections: I. the problem, II. the environment of the schools, III. what the schools are doing, IV. school costs and taxation, and V. the challenge of the future to the schools.

Social Work in Greater Cleveland: How Public and Private Agencies Are Serving Human Needs, by LUCIA JOHNSON BING. Cleveland: The Welfare Federation of Cleveland, 1938. 250 pages, \$1.25.

For almost half a century the City of Cleveland has been characterized by a peculiarly alert and forward looking citizenry. The groups and individuals which have composed this civic aristocracy have been drawn from all cultural ranks and religious and economic interests. They have not always seen eye to eye; too often they have worked at cross-purposes while dishonest and incompetent men have exploited the less intelligent and less alert citizens. Nevertheless, a survey of the positive efforts to control the city's destiny made at any time must have made an impressive showing.

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Building Minnesota, by THEODORE C. BLEGEN. Boston: D. C. Heath and Company, 1938. 480 pages, \$1.48.

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The Beacon for October 1938, by the Pupils of Christenberry Junior High School, Knoxville, Tennessee.

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Academical Patronage and Superintendence, by JAMES B. CONANT. Cambridge: Harvard University Graduate School of Education, 1938, 30 pages, 25 cents.

President Conant made the address which is here reported at the convocation exercises at Williams College. In it he explores the historical antecedents of appointments, tenure, and professional security of college professors. Penetrating through the scholarly treatment is the social insight and common sense of the author. For he sees clearly that underlying all rights and securities is a far more fundamental premise: "the best conditions for spending the public treasure . . . to the end that youth may be educated and knowledge advanced." Without that premise all erudition is cloistered and socially meaningless.

Plastics: Problems and Processes, by DALE E. MANSPERGER and CARSON W. PEPPER.

Scranton: The International Textbook Co., 1938. 187 pages, \$2.50.

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Subject Index to High School Fiction, by JEANNE VAN NOSTRAND. Chicago: American Library Association, 1938. 67 pages, 75 cents.

This valuable index consists of two parts: an alphabetical list of subjects with number references to titles listed in Part II, which is an alphabetical list of authors and titles. Each title is followed by a brief annotation setting forth the scope and character of the story.

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Next, today's educators have the obligation to go beyond the point reached by Horace Mann. They still have to seek ways whereby democracy's educational facilities may be placed at the service of those citizens who are actively engaged in

the effort to abolish economic inequality.

Third, today's educators have the obligation to develop in their students a more vigorous awareness of the realities of present social struggles, as well as a wish to participate in them for the purpose of bringing about economic democracy.

Fourth, those educators who want to discharge to the full their civic responsibilities will live not only as teachers in the classroom, but also as active members in the struggling groups of their own communities.

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(Continued from page 556)

13, one to a child of 12, and one to a tot of 11. And New York's record, he demonstrates by statistics, is better than the average for the country. In the larger cities about 40 children in every thousand are born out of wedlock, and a large proportion of the unwed mothers are minors.

The Evander Childs High School of New York City recently produced a fascinating assembly play on propaganda. Skilfully it adapted ideas from Walt Disney and also from the Institute for Propaganda Analysis. The title of the play was *Snow White and the Seven Propaganda Devices*. Beautiful Snow White (Gullible Public) is unable to make up her mind about the Neutrality Act. Pulling her in every direction are the seven little dwarfs of propaganda—Glittering Generalities, Bandwagon Trick, Transfer Device, Testimonial Trick, Plain Folks, Name Calling, and Card Stacking. After a severe buffeting, Snow White is saved from utter destruction by the charming Prince (Critical Thinking).

Several months ago, a group of students from the Lincoln School of Teachers College visited the West Virginia coal industry. During April, twelve students from the Morgantown, W.Va., High School returned the visit of the Lincoln School delegation and investigated New York City.

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